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ABSTRACT

Abstracts of 51 papers presented at a conference on foreign language teaching are included. Each abstract is one to two pages in length. Specific teaching methods as well as general pedagogical ideas are treated. Several papers deal with specific languages, including Latin, French, German, Spanish, and Slovak. Instruction in a specific language skill is a frequent topic, as is cultural education. (JB)

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LANGUAGE IN EDUCATION: THEORY AND PRACTICE

25

ACTFL 1979: ABSTRACTS OF PRESENTED PAPERS

ACTFL/AATG/SCOLT
Joint Annual Meeting

Hyatt Regency Hotel
Atlanta, Georgia

November 19-22, 1979

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LANGUAGE IN EDUCATION: THEORY AND PRACTICE

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PREFACE

The American Council on the Teaching of Foreign Languages has cooperated with the ERIC Clearinghouse on Languages and Linguistics to provide abstracts of most of the papers presented at the joint ACTFL/AATG/SCOLT meeting held in Atlanta, Georgia, November 19-22, 1979.

All persons who presented papers or workshops were invited to submit abstracts for inclusion in this publication. Some editing was done by the ERIC staff to provide a general format for the abstracts. The abstracts are arranged in the same order of presentation as they appear in the convention program. An author index is also included.

Many of the papers will be published in their entirety in journals or be made available through the ERIC system. They will be announced through Resources in Education, Current Index to Journals in Education, and other publications in the ERIC system.

Sophia Behrens, Editor

FRIDAY MORNING, NOVEMBER 23

THE ROLE OF COMPREHENSION IN LANGUAGE ACQUISITION

Chairperson: William O. Clapper, Roanoke (VA) County Schools
Participants: Stephen D. Krashen; Rebecca Valette, Boston College

THE INPUT HYPOTHESIS

(Statement of the input hypothesis: Language acquisition [not learning] can occur only when the acquirer understands input language. If an acquirer is at stage i, he or she can move to stage i+1 by understanding input at the i+1 level [with the aid of context or extralinguistic information]. Speaking aids language acquisition indirectly, by encouraging understandable input.)

Monitor theory distinguishes subconscious language acquisition from conscious language learning. The available evidence is consistent with the hypothesis that fluency in second languages is due to the operation of what performers have acquired, not what they have learned. Conscious learning is available only as a monitor, and can only be used when certain conditions are met.

This model implies that acquisition is far more important than learning, and therefore further implies that the central goal of second language pedagogy should be to encourage language acquisition in the classroom. This leads to a question that is, at the same time, of enormous theoretical and applied interest: How do people acquire? Stated in other terms, if a performer is at a given stage in natural language acquisition (i), how does he or she "move" to the next stage (i+1)?

The input hypothesis is that this progression occurs via comprehensible input. Performers need to receive and understand input that includes structure at the i+1 level. They are able to understand language that is "a little beyond" their current level with the aid of context and their knowledge of the world. In this presentation, several arguments are offered in favor of the input hypothesis, and some of its implications are discussed.

Arguments in favor of the input hypothesis:

1. Caretakers typically simplify their speech to children in order to help the children understand what they are saying (Clark and Clark, 1977). In addition, caretaker speech is at least "roughly tuned" to the syntactic development of the child; the input tends to get more complex as the child grows linguistically. If caretaker speech does help child language acquisition, it may do so by supplying crucial input that includes structure at the child's "i+1." There is good reason to believe this is also the case with adult second language acquisition, as argued in Krashen (1978).

2. Many recent studies show that teaching methods that emphasize listening comprehension and that de-emphasize early production are as efficient as or more efficient than more traditional methods (e.g., Asher, 1969; Gary, 1976; Postovsky, 1977). Many scholars in the field of language pedagogy are recommending methods that emphasize supplying interesting and understandable input (e.g., Valette, 1978; Terrell, 1977; Nord, 1978).

3. Informal reports of language acquisition in other cultures confirm that in early stages the emphasis is on listening.

4. Children acquiring second languages generally go through a "silent period," lasting several months, during which their only output in the second language may be routines and patterns. This may be the time during which acquired competence is built up via input.

5. The literature on first language "interference" is consistent with the hypothesis that the first language is used as an utterance "initiator" when performers are asked to speak "too soon," before they have acquired enough of the target language. In other words, the literature supports Newmark's contention that we fall back on our first language in cases where we have not acquired the second language. Adults may thus substitute first language use for the child's silent period. The research literature also indicates that second language performers show fewer first language-type errors over time, which could be interpreted as the effects of acquisition occurring as the result of input.

The input hypothesis implies that theoretically, speaking is not necessary. (Lenneberg, 1962, provides support for this hypothesis.) Practically, speaking may be very useful, in that it enables the performer to engage in conversations, thus obtaining input. Thus, early speaking may be quite important in the natural second language situation, but is less crucial in the foreign language situation, where input is available from the teacher and from books, and where practical demands are less.

Finally, the input hypothesis predicts that speaking fluency will emerge gradually, after a considerable amount of time is spent in listening and reading, where the emphasis is on understanding the message. Much quicker results can be had when classwork emphasizes conscious grammar and the use of dialogues, but the results will be much less satisfactory: students will be very limited with respect to the range of situations they can apply their knowledge to, with respect to what they can say, and with respect to how they can say it. Allowing natural acquisition to develop is more pleasant for the student, and will give him or her a far stronger linguistic competence.

--Stephen D. Krashen, Dept. of Linguistics, Univ. of Southern California, Los Angeles 90007

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ELEMENTARY SCHOOL PROGRAMS THAT WORK

Chairperson: John F. Kunkle
Speakers: Cathi Barlow, Oak Knoll Elementary School, East Point, GA; Lili Gold, Shaker Heights (OH) Elementary School; Donna Walker, Heards Ferry Elementary School, Atlanta

This session focuses on three distinct FLES programs that have proved successful over the years. The Shaker Heights program provides French to all fourth, fifth and sixth graders for 20 minutes every day. The use of special French teachers is the basic strength of the program. Listening and speaking are emphasized in fourth and fifth grades, while reading, writing and some grammar predominate in the sixth grade. Because of the long-standing recognition of the success of the program, parental support has been readily available--from tutoring students to cooking or washing dishes for a French Fair. Eighty to 90 percent of sixth graders elect French in the seventh grade.

The Program in Oak Knoll School in Atlanta is termed a "program of limited individualization." The program is designed to make maximum use of limited class time with heterogeneous groups. Its goal is to leave students and teacher with a feeling of accomplishment. In operation for the past three years, the program is in constant evolution. Books, worksheets, films, filmstrips, tapes, flashcards, and games are used to reinforce active teacher-pupil interaction. Peer tutoring is encouraged, and a limited amount of self-checking is employed to ease this burden on the teacher. Videotapes have been made to show other schools the operation of this program.

The Fulton County FLES program is designed to meet the special needs of gifted students (IQs of 135 and above). The French program at Heards Ferry School uses Joseph Renzulli's "enrichment triad model" as a guide. This model allows for a system of organizing both the academic requirements and the intellectual development of each gifted child. It allows freedom of individuality within a program designed especially to meet the needs of those with above-average abilities. Elements presented from this FLES program are videotapes, slides, games, and a culture lesson.

--John F. Kunkle, Dept. of Foreign Languages, Univ. of Southern Louisiana, Lafayette 70504

PRIMING THE PUMP: THE FINE ARTS OF TEACHING CULTURE AND LITERATURE

Chairperson: James F. Ford, Univ. of Arkansas
Speakers: Robert J. Griffin; Robert M. Henkels

"What can the Spanish possibly see in those grisly statues of martyrs?" "Why bother reading a play like Godot in which nothing happens?" Questions like these are heard not only in museums and libraries. They come up frequently in foreign language and literature classes. They are to be expected in a situation where students are grappling with books and cultures that fly in the face of their notions of how things should be and how people should behave. To the teacher intent on

bringing to life the unique characteristics of a national culture or explaining the regenerative processes of modern literature, the fine arts provide a cornucopia of material whose potential is suggested by the following examples.

Making contemporary French literature accessible and comprehensible (to say nothing of enjoyable) often proves an uphill struggle, recalling the painful odyssey of Beckett's characters to nowhere. This is so because the most interesting recent novels, plays, and poems mock, challenge, and overturn the very models of beauty and acceptability to which the students have become accustomed as "normal." Examples from the fine arts (presented through slides and tapes) show immediately and dramatically that these writers eager to experiment contribute to an exciting process of renewal. Through slides and tape, beginning with Impressionist paintings and music by Debussy, students experience the representation of the world with which they and their parents are most comfortable. Beautiful though the images are, it is immediately apparent that they do not express our strident, anxious world. As the slide tape recaps recent art history, interspersed with historical material, it charts the evolution of an art calculated to please and reassure a self-assured, stable society to an art designed to stimulate, disturb, or shock an audience unsure of its values. Having grasped through this material what the arts have in common, and having seen and heard how appropriate it is for artists of different periods to express themselves in differing forms, the students are more willing to judge contemporary writing on its own terms and to see its links to the past.

Language teachers today are aware of the important distinction between Formal Culture and Deep Culture and the implication of Chesterton's remark that "a culture must never be judged by its cultured people," but as Genelle Morain has pointed out, "In reality, both traditional and anthropological aspects of culture are so interwoven that a valid separation in the language class becomes impossible."

The purpose of this presentation is to delineate for language teachers some practical examples of just how inextricable the two elements are; how "big C" can illuminate "little c" to enlarge students' understanding of the target culture.

Participants are shown, for example, how Spanish architects like José de Churriguera produced a Baroque style that is distinctly Spanish; how artists like El Greco and Velázquez produced masterpieces that reflect important aspects of the Spanish character; how composers like Manuel de Falla deliberately wrote music expressive of the Hispanic tradition.

With examples such as these, French and Spanish teachers are offered explicit suggestions on "the fine arts of teaching culture."

--Robert Henkels, Dept. of Foreign Languages, Auburn Univ., Auburn, AL 36830; Robert J. Griffin, Dept. of Modern and Classical Languages, Western Michigan Univ., Kalamazoo 49008

ANGELS IN OUR CLOSETS
(DISCOVERING "FOREIGN" HERITAGE)

Chairperson: Clemens Hallman, Univ. of Florida
Speaker: David W. Gurney

"All-American." What does that mean in the context of a multicultural society? Do we appreciate the attributes of the diverse cultures represented in our country? Or, have we forgotten some of the cultural "angels" in our closets? When we bring out of storage those special decorations passed down in the family for Christmas, when we prepare those special family recipes, when we renew family ties in the special way that certain events are remembered or celebrated, do we reflect on the cultural nature of these things that we do so naturally? In our behavior, I believe

that we retain many of the attributes brought by our ancestors from all areas of the world.

How we react daily to personal and social situations may depend upon a cultural influence which came from a long-forgotten person in our family. For a country representing such a diversity of cultural attributes and heritage, it behooves us to reflect on the cultural elements that are a fundamental part of our nature, even though we may not always recognize the source. If we Americans could identify and, by recognizing them, revalidate the contributions of other cultures that are fundamental to our daily lives, we would kindle a humanistic glow in the global community of which we are a part. "We are part of you," we would be telling the rest of the world from which so many of our ancestors came. "We accept ourselves as new, original human beings and accept that you helped make us by the pioneering spirit that brought your sons and daughters to these shores."

Can we in education find ways to derive the cultural backgrounds of our students as well as focus attention on the many cultural differences that flavor our society? Whither E Pluribus Unum? The school, as a social institution, should build on the cultural strengths that the child brings to the classroom. Foreign language teachers and students have a unique opportunity to discover our "foreign" heritage and develop considerable awareness about the cultural diversity represented in the students and the community. Perhaps gaining a realization of the actual cultural habits that students share with "foreigners" will help them develop a sensitivity to the mutual interdependence that touches us all on our spaceship, Earth. The activity is entitled "Calling All Angels."

In the workshop, teachers develop an awareness about the influences of foreign culture exhibited by the participants who, ideally, have no apparent ethnic affiliation. Based on their responses to items on a questionnaire designed to establish connections with ancestral attributes, teachers demonstrate how instruction can be adapted to include cultural heritage factors in the content and activities of their classes. Participants complete the questionnaire. Then, in groups of eight to ten, they share the cultural perspectives discovered from an analysis of their answers to the items on the questionnaire. Each group has one or two transparencies on which to describe suggested instructional adaptations based on the cultural factors discerned in the group activity.

A final word, and a warning! Earlier, I described the influences that "foreign" ancestors, as "angels in our closets," may still exert on our daily behavior. Don't be surprised if, when looking back into your family or community history, you should turn up a few skeletons in some of the closets you peek into!

--David W. Gurney, College of Education, Univ. of Central Florida, P.O. Box 25000, Orlando 32816

ARBITRARY DELETIONS: A MODIFICATION OF THE CLOZE PROCEDURE AS A TECHNIQUE FOR ACHIEVING READING PROFICIENCY

Chairperson: Silvia Ruffo-Fiore, Univ. of South Florida
Speaker: Joseph A. Wipf

There is growing concern in the United States about students' inability to read fluently and with a reasonable level of comprehension--even in their native language. This anxiety is documented at least in part by the fact that the average score on the verbal section of the Scholastic Aptitude Tests has declined steadily over the years. Indeed, there are those who question whether high school graduates are even literate, with the result that many states are resorting to testing programs designed to ensure at least a minimal level of reading competency.

Within the foreign language teaching profession, it appears that reading is resurging as the core of many foreign language programs. This emphasis on reading is justifiable, if not overdue, since reading is the one skill students are most likely to use after they have left the classroom. It is also the second-language skill that is retained the longest (Allen and Valette, 1977). Furthermore, all language skills stand to benefit from the systematic approach to the development of reading (Greenewald, 1979).

Nevertheless, few innovative strategies for the teaching and testing of reading comprehension have been developed. Perhaps this is because reading by its very nature is solitary and may, therefore, be the least teachable of the four skills (Chastain, 1976). Among techniques receiving increased attention from foreign language educators is the Cloze procedure, in which students are to provide words deleted from a running narrative (usually every fifth, sixth, or seventh word). In its open-ended format this procedure has been used extensively for testing English as a second language. Various modifications have been used successfully in recent years (Jonz, 1976).

A further variation is one developed by the speaker through repeated classroom use and is proposed here under the label "arbitrary deletions." Two features distinguish it from its conventional counterpart: (1) rather than consistently deleting every fifth, sixth, or seventh word, the teacher is at liberty to remove other more appropriate words from the text at reasonable intervals; and (2) all deleted words and a number of distractors are printed in alphabetical order immediately following the reading selection. The students' task remains the same--to restore the mutilated text to its original state.

Arbitrary deletions have proven useful and effective for reading practice and also for formal evaluation purposes. They offer the following features:

- They are relatively easy to prepare.
- Scoring is objective and efficient.
- The necessity of using the native language of students is diminished
- They are effective at various reading levels
- Student motivation and interest in reading are increased.
- The learner is confronted with real language in context.
- Teachers can focus attention on grammatical structures that deserve emphasis in a given lesson.
- The deletion of obscure and infrequently used words that are not critical for comprehension of a reading passage can be avoided.

--Joseph A. Wipf, Dept. of Foreign Languages and Literatures, Purdue Univ., West Lafayette, IN 47907

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A DEMONSTRATION AND DISCUSSION OF MICROCOMPUTER APPLICATIONS TO FOREIGN LANGUAGE LEARNING

Chairperson: Wendell H. Hall
Speakers: Wendell H. Hall; T. Wendell Jackson; Paul F. Luckau; R. Alan Meredith

Appearing first as kits for amateur electronics experimenters and soon thereafter as factory-assembled models, the new microcomputers will soon be as common in U.S. homes as the television sets to which they will generally be connected. Computer miniaturization has proceeded so rapidly that functions that some years ago required a boxcar full of components are now performed by a quarter-inch chip. Many educators are beginning to realize that such reductions in size, accompanied by similar reductions in cost, make feasible the replacement of expensive timesharing computer-assisted instructional systems by small, self-contained "personal" computers using inexpensive cassettes or floppy disks to store instructional programs.

Progress in the cost-effectiveness of such instruction is dramatically illustrated by the fact that if transportation had improved as much as computers since 1945, a trip to Tokyo would take only 2/100 of a second at a speed of 4 billion miles per hour and at a fare of 7 cents--and there would be no waiting in airports. Put another way, a consumer could purchase a Rolls Royce for $2.50 and get two million miles per gallon. Though such figures do not refer specifically to microcomputer costs, which were much lower to begin with, they suggest an imminent revolution in electronic instruction. With such developments as magnetic bubble memories already on the market--promising even more startling miniaturization and price reductions--microcomputers will soon be beyond doubt a ubiquitous aid to instruction.

The effectiveness of computer-assisted instruction depends on the quality of the programs and methods developed by creative educators for student use, and therefore foreign language teachers need to become increasingly active in the development of imaginative courseware and learning strategies. In order to take full advantage of the microcomputer's capabilities and influence their further development in directions advantageous to the profession, we must also remain abreast of technological advances in this field.

This workshop emphasizes a practical approach to the application of microcomputer technology to foreign language learning. An introduction to the hardware available familiarizes paticipants with various models and their capabilities, characteristics, and costs (initial and maintenance). Participants are introduced to the computer languages that are most adaptable to foreign language purposes (Basic, Pilot, Pascal) and are shown how to create for the microcomputer sample instructional programs.

The workshop includes demonstrations of interface capabilities with audio and video cassette recorders, videodisk players, and slide/sound projectors. Various programs are demonstrated, showing how the microcomputer can be used for development of listening comprehension, speaking, reading and writing skills, instruction and practice in grammar, translation, conversation, speed reading, cultural understanding, esthetic appreciation, and testing. Foreign language games and simulations making extensive use of computer graphics as well as alphanumeric text are also demonstrated.

Ideas for possible instructional formats such as large and small groups, individuals, and pairs are pursued. Discussion also covers peripherals (cassette and disk operating systems, printers, tape playback controllers and activators, etc.) and housekeeping details related to microcomputer learning, including student orientation, scheduling, record keeping, and maintenance.

--Wendell H. Hall, T. Wendell Jackson, Paul L. Luckau, and R. Alan Meredith, Dept. of Spanish and Portuguese, Brigham Young Univ., Provo, UT 84602

HOW TO PUBLISH A FOREIGN LANGUAGE GUIDEBOOK IN YOUR STATE

Chairperson: Simone Oudot
Speaker: Yolande Petrin, South Catholic High School, Hartford, CT

The French Guidebook to Connecticut, was planned to focus on things French in the state, so that French teachers could point them out to their students, plan one-day cultural trips, and give homework assignments about "The French around Us." Suggestions for these various activities are provided in the Guidebook.

Before explaining the "how to's" of publishing such a guidebook for any language, it might be well to examine the "why's" of such an undertaking. For example, one should ask: Are there any ethnic groups in the state who are speakers of the language? Have there been historical events in the state that involved speakers of that language? Are there geographical names that came from the language involved? Are there specialty stores, restaurants, etc., that feature products and foods typical of the country or countries where the language is spoken? Are there museums showing works of art from a country where the language is spoken? If the answer to any of these questions, and many more, is "yes," then one might start planning the "how to's."

The most important requisite for success in the development of a guidebook is to form a group of volunteers willing to work hard. If possible, they should be well spread throughout the state. Second, the committee has to decide what type of information is going to be included in the guidebook. Research can then start on the basis of a questionnaire listing by categories the information needed. Volunteers have to do research in their own areas, and help can be sought from ethnic groups (Franco-American clubs and societies, for example), national organizations (such as the Alliance Française), historical societies, etc. Extra information may even be provided by other interested friends.

The process of gathering any meaningful amount of material is a slow one. For that reason, it is wise not to determine the date of publication too far in advance. Patience and perseverance in attempting to recruit additional informants and workers will pay in the long run.

When the committee has a fair idea of how long the booklet will be, what quality of paper will be used, and what type of illustrations (maps, drawings, photographs) are going to be included, it is time to get price estimates from a typesetter (the final print results will be sharper and more attractive than those prepared by an ordinary typewriter) and a printer. Prices will be lower if the material is prepared "camera-ready," that is, set exactly as desired on each page. Various financial sources may be tapped, if the parent organization is not able to provide the funds. For example, advertising can be offered in the booklet (full-page, half-page and quarter-page) to the industrial firms, stores, and restaurants mentioned, as well as to textbook publishers. Finally, a sale price can be set for the booklet, based on the expenses involved (including volunteers' expenses such as stamps, phone calls, etc.).

When the date of publication is set, what remains to be done is to collate the materials, edit them, and type them in the desired order and composition. Maps and illustrations should be pasted in and the manuscript delivered to the typesetter. A few weeks later, it will be sent to the printer together with 8x10 prints of the photographs. A little more patience...and the proud contributors to the guidebook can admire the fruits of their efforts.

-- Simone Oudot, 208 Flax Hill Rd., Norwalk, CT 06854

SIMULATIONS: AN APPROACH TO THEIR CREATION AND USE

Chairperson: Burnett M. González, Parkway East Junior High School, Creve Coeur, MO
Speaker: Walter Eliason

Perhaps the most challenging task faced by language teachers is to devise teaching strategies where new language content can be introduced and old content reviewed in such a way as to involve--even stimulate--student participation. Role playing in structured situations, or "simulations," is one such strategy. Simulations used in my classroom seem to motivate student use of language in real-life decision-making events concerning persons in another culture. Such a technique, which requires substantial peer interaction, may affect attitudes toward the target culture and even promote personal growth. Research on the use of simulations in social studies classrooms suggests that they can result in attitude change as well as longer retention of learning.

This presentation concerns a role-playing/simulation technique that I devised called "The Mailman," "Le Facteur," or "El Cartero," depending on the language involved. Six to eight students, seated in a circle, become familiar with the roles that they and their neighbors are playing. Information concerning the type of person being played, as well as the kind of personality that role requires, is given to each student either on cards that contain a single item or on data sheets (ID cards) written by each student. Such information includes name, address, sex, date of birth, occupation, marital status, schooling, etc., plus information on such personal traits as preferences for food, music, vacations; hobbies; career aspirations; romantic attachments; etc. Processing such data permits the teacher or discussion leader to use indirect discourse techniques: Bernard, ask Marie-France where she lives; Marie-France, ask Alain how old he is; Alain, ask Bernadette where she goes in the summer. Once the players have learned who they are and who their neighbors are, they are ready to deal with simulated happenings or problems in these persons' lives. Letters containing culturally valid items are delivered to each player, requiring some reaction within his or her role. Letters might include a note from the school principal to a parent, from the Social Security office, from the school nurse, or from a relative about to make a family visit. The envelopes might contain a wedding invitation, a bill to be paid, information on a loan application, a postcard, a love letter, a report card, or a job notice. There is little limit to the kind of culturally relevant material that might come to the players in the mail. The response of each player to the message he or she has received is shared with the others. Written responses are often required. The teacher serves as an information source for necessary language items.

The teacher who has had experience in the target culture can select a setting as well as persons he or she has actually met there to serve as models for the construction of materials. Altering the personal characteristics slightly, the teacher can construct eight to ten dossiers describing each person or role to be used. Variations of age, sex, and social class will make the collection of roles more interesting. Magazine illustrations are essential and easy to find. Letters to each of the persons created can then be written by the teacher. Anything that adds to the reality of the roles or the letter situations should be encouraged. Get all those little souvenir items out of the closet and use them. Place stamps on envelopes. Use postcards, greeting cards, receipts, bus and plane ticket stubs. Have students supply props for their roles. Finally, have students change roles from time to time, and by all means keep the letters coming.

If this approach works for you, your students will have learned and reviewed many essential language items and gained insights into the political, social, and economic institutions of the target culture.

--Walter Eliason, Dept. of Secondary Education, Rider College, P.O. 6400, Lawrenceville, NJ 08648

I'M ATTRACTIVE, YOU'RE ATTRACTIVE: A MINI-WORKSHOP ON HUMANISTIC TECHNIQUES

Workshop Leader: Gertrude Moskowitz

A glance at the daily newspaper vividly illustrates how much we are in need of more than subject matter in our classroom instruction. The international, national, and local headlines are filled with the problems being faced by people all over the world.

Students today want an education that will help them make sense of their lives and the world around them. They want learning that is more personal and human. We are all searching for our identity, asking "Who am I?" and "What am I like?" and every one of us, without exception, needs self-acceptance.

It has been recognized that most of us achieve only a small portion of our potential. Some of the conditions that foster growth in achieving our potential are developing fulfilling relationships, expressing our feelings, sharing ourselves, giving and receiving positive feedback and support, trusting others, understanding ourselves and others, becoming introspective, and discovering our strengths. In summary, greater self-knowledge and greater self-fulfillment enhance achieving more of our potential.

Humanistic education is an approach that focuses on goals such as these in order to promote the personal growth of students. Applying humanistic principles to the FL class means using the target language to communicate about such things as the feelings, hopes, memories, values, and experiences--the very lives--of the learners. Be yourself, accept yourself, discover yourself, and care for others--these are some of the underlying themes of humanistic activities. The techniques take personalizing to a deeper level than is usual in the FL class. Through the more personal, relevant interaction that results, students recognize their strengths and those of one another. The end product: personal growth leads to growth in the target language.

It is important to know that humanistic techniques are not gimmicks, games, or therapy, or a way to deceive students into learning a language. To use such techniques, teachers should understand and believe in what a humanistic approach represents.

Two studies I conducted investigated the effects of interspersing humanistic techniques with the ongoing curriculum of FL classes. The research indicated that students instructed with humanistic techniques improved significantly in their attitudes toward learning the target language, in their self-concept, and in their acceptance of classmates. The activities helped overcome the inhibition many felt in speaking the foreign language. They also increased the enthusiasm and motivation of the teachers and their students.

A goal of foreign language learning is the understanding and acceptance of other cultures. The beginnings of such acceptance may well be learning to accept one's self and one's own classmates. So, spreading acceptance of different cultures may best begin right in the foreign language class by spreading acceptance among those who meet there daily.

This abstract presents a brief rationale for the use of humanistic techniques in teaching foreign languages. The workshop itself, however, is not in the form of a lecture, but involves the audience throughout. Participants gain insights into some of the "do's" and "don't's" for conducting humanistic techniques. Activities are demonstrated for different levels of language and with different humanistic goals. The activities appeal to all ages. Participants experience the motivating effects of humanistic techniques, learn more about themselves, discover how truly attractive they are, and have some fun.

--Gertrude Moskowitz, Dept. of Foreign Language Education, Temple Univ., Philadelphia, PA 19122

SOME Q-TIPS: STRATEGIES FOR IMPROVING TEACHER QUESTIONS IN THE FOREIGN LANGUAGE CLASSROOM

Coordinators: Michael Evans; Rosemary Benya

Questions are an integral part of classroom teaching. Only recently, however, have questions and questioning behaviors been closely examined. Current questioning research indicates that many teachers do not construct or use questions as effectively as they could. Results of this research suggest two areas for improvement: first, teachers do not always construct questions that encourage students to express their knowledge of subject matter creatively and completely; second, the techniques involved in presenting questions do not always lead to maximal student performance.

Gaining a knowledge of the types of questions is one of the first essential steps for helping the classroom teacher become a better questioner. According to Cunningham (1971), questions can be divided into two main categories: narrow and broad.

Narrow questions are those that call for short, factual answers. The responses to these questions are predictable, i.e., the teacher knows what the answers will be. Narrow questions are used in order to help students collect information; verify their ideas about what they are learning; review previously studied material; identify persons, places, things, or ideas; and note relationships.

Broad questions require higher levels of thinking on the part of the students. A wider variety of responses are acceptable, and these responses are not predictable. Broad questions are used in order to encourage a student to hypothesize, predict, make inferences, express opinions, make judgments, and deal with feelings.

The category of narrow questions can be broken down further into cognitive-memory and convergent questions. Cognitive-memory questions are those that require the person responding to reproduce from memory facts, definitions, or other information. Convergent questions call for the person responding to put facts together and construct an answer; the person responding may be asked to state or explain relationships, or to compare and contrast. There is usually one "best" or "right" answer to a cognitive-memory or a convergent question.

Broad questions can be categorized as divergent or evaluative. They are thought-provoking questions that elicit more than one acceptable response. These questions allow the students to be original and creative in their answers. Divergent questions are used to get the students to predict, hypothesize, and make inferences. This type of question is more likely to lead to the developing of insights and appreciations of the subject matter. Evaluative questions require the highest level of thinking on the part of the students; they involve the use of the cognitive operations from all three of the other levels. Evaluative questions encourage the students to make a value judgment about a situation, to defend a position, or to examine their values.

Cunningham (1977) also states that there are four questioning techniques that help teachers improve students' responses to any level of question asked: (1) Pausing after asking a question, or giving students three to five seconds before calling on anyone to respond, gives students time to formulate an answer. (2) Prompting, or encouraging students to add to or expand on the answers they have given, promotes more complete answers. The "I-don't-know" response can be countered by asking the student questions at levels lower than that of the original question. (3) Clarifying, or calling the students' attention to the correct portions of their responses and then requesting that they modify the incorrect portion, helps students formulate correct, more complete answers. (4) Redirecting, or calling on other students to add to or respond differently to one question, gives the students the message that what they have to say is important. A higher level question that has many possible answers lends itself nicely to this strategy.

In the course of the actual presentation, in addition to discussing the types of questions and specific strategies noted above, the speakers give examples for use in the specific context of the foreign language class.

--Rosemary A. Benya, Humanities Education, and L. Michael Evans, Dept. of English, Ohio State Univ., Columbus 43210

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HOW TO MOTIVATE STUDENTS TO CONTINUE FOREIGN LANGUAGE STUDY

Chairperson: Serge Ainsa, Yavapai College
Speakers: Pamela J. Myers; Hugh E. McGuigan

This presentation includes discussion of processes in identifying teacher- and student-perceived motivators, methods of verifying these through student inventory and simple data analysis, and application to curriculum development.

A motivation inventory was written for the Minnesota State Department of Education in 1973-74 to find out why students enroll in a second-language class. The Foreign Language Enrollment Motivation Inventory (FLEMI), an expanded version of this instrument, consists of 127 items forming 15 subscales showing influences on students' decisions to continue language study: (1) Family, (2) Father, (3) Mother, (4) Sibling, (5) Interest, (6) Peer, (7) Faculty, (8) Class, (9) Speaking, (10) Reading, (11) Music, (12) Travel, (13) Others, (14) Educational requirement, (15) Future job.

Results are presented by subscale for a sampling of 400 secondary students in second year language study of French, German, or Spanish in a Minneapolis suburb. In addition, students grouped by age, language, and continuation are compared across subscales. Subscale scores are examined to illustrate components of motivation influencing these students.

Further analysis of the data collected supports the contention that students are influenced to continue second language study as much on the basis of their own successful experiences in second language study, which they reveal as the meeting of their needs and expectations, as they are by external factors. Teachers, parents, and especially textbook writers must begin to accept students at their level of language knowledge and language use.

A Cloze demonstration is given as an example of assessing frustrational levels in reading college German. Sample 5-minute Cloze tests are attempted by workshop participants in order to familiarize everyone with the nature of Cloze tasks. A brief description is given on how Cloze tests based on literary texts are constructed and scored. The remainder of the presentation focuses on how Cloze scores can be interpreted in order to identify the types of literary texts that produce frustration in the reader. If frustrating texts can be identified and avoided, the chances of motivating students to read will be increased.

Two ways of interpreting Cloze scores are presented. First, the practical use of "rough rulers" of text difficulty, constructed from Cloze test results, is demonstrated, that is, how Cloze scores obtained in the classroom can be interpreted

by comparison with Cloze scores on the "rough ruler." Second, a method is presented for interpreting exact word Cloze scores in terms of "frustrational," "instructional," and "liberated" reading levels. Examples are used that show how well undergraduate students of German at various levels of instruction read literature of varying levels of difficulty.

Assessments of the reading difficulty levels of literary texts based on the readers' actual performances with respect to these texts make far more sense than predictive readability formulas or instructors' judgments, and minimize the chances of choosing literature that would frustrate the readers.

Inventories of student attitudes and performance such as these provide rational criteria for choosing instructional materials in second language courses.

--Pamela J. Myers and Hugh E. McGuigan, College of Education, 130 Peik Hall, Univ. of Minnesota, Minneapolis 55455

USING GAMES OBJECTIVELY FOR DEVELOPMENT OF COMPETENCE IN A SECOND LANGUAGE

Chairperson: Colette V. Michael, Northern Illinois Univ.
Speaker: Alice C. Omaggio

This session presents some of the materials available for games and simulation activities in the foreign language classroom and organizes them in terms of their usefulness for reaching specific instructional objectives. Language games have long been considered by many educators as peripheral to the "real" curriculum, used occasionally to supplement the "serious" instruction that takes place in the classroom. This presentation shows how games, if used purposefully and intelligently, can provide not only a pleasant and engaging alternative to drillwork, but also a meaningful context in which real communication and authentic conversational exchanges can be encouraged.

Each game, drawn from a compilation of about 200 activities, has been analyzed to determine its particular objective and contribution in language skills development and has been integrated into a simplified taxonomic structure of language-learning tasks. The tasks progress from simple to complex: the first half of the compilation includes games that are designed to strengthen students' command of discrete linguistic features of the second language; the second half includes games that require more complex communicative operations.

The taxonomy of objectives for the development of language skills is presented as a means of focusing upon the types of competencies that can be developed through the use of a particular game or set of games. The schema consists of two major parts: "Knowledge of Specifics" and "Development of Communication Skills." The first classification comprises knowledge of specific facts about a country or its culture and knowledge of discrete linguistic features of the foreign language. The latter category includes grammatical forms and syntactic structures. "Development of Communication Skills" includes comprehension shown by a physical response or by verbal identification of a described object, and meaningful production of an original communication in the foreign language. This last category is subdivided into creation of simple messages, construction of more complex messages, and creation of several simple or more complex messages by students working together to solve a problem.

Sample games are described within each of the levels of the taxonomy to illustrate how such activities can be used to accomplish specific instructional objectives. Games described in the first section, "Knowledge of Specifics," focus primarily on mastery of language forms. Such activities can be substituted for

textbook drills and exercises to reinforce discrete grammar points or to review and increase vocabulary. Those in the section entitled "Development of Communication Skills," which focus primarily on the meaning of the message communicated, encourage students to develop successful communication techniques in the foreign language. Many of the games described have been created by classroom teachers; others have been produced commercially or have appeared in commercial publications and language textbooks. All the games in this presentation have been chosen to illustrate how such activities can be used objectively and successfully with language learners for specific purposes. Through the use of these and other games, the foreign language teacher can help students move from manipulative practice towards more communicative language use as their skills develop.

All the games described in the presentation, as well as a discussion of the taxonomy and an annotated list of additional resources, are available in a publication that can be obtained from the ERIC Clearinghouse on Languages and Linguistics, and through the ERIC system [see #13 in Language in Education list].

--Alice C. Omaggio, Dept. of Modern and Classical Languages, Univ. of New Mexico, Albuquerque 87131

MOTIVATING WITH MEDIA: THE USE OF VIDEO AT THE ELEMENTARY AND INTERMEDIATE LEVELS IN HIGH SCHOOL AND COLLEGE

Chairperson: Guessler Normand
Speakers: Guessler Normand; Krueger Normand, Germantown High School, Philadelphia

Among the numerous problems teachers of foreign languages face, student motivation seems to be one of the most serious. How to get students interested in learning, and sustain that interest, is a major pedagogical task and one that is a dominant theme at professional meetings and in professional journals. In an effort to deal with that problem, foreign language teachers are turning increasingly to the use of some form of media. Of these, the videotape recorder (VTR) and TV monitor seem to offer the greatest potential, given the sound-and-image orientation of today's student. Indeed, more than any other form of media, the VTR has the potential for incorporating the factors that stimulate, enhance, and improve student motivation. Among those factors are (1) a strong appeal to the student's visual and auditory orientation, (2) a strong emotional impact on the participants, (3) the opportunity for instant self-analysis, and (4) meaningful realism through simulated situations.

This discussion focuses on techniques and strategies used at the high school and college levels to motivate student interest and participation, and includes a description of the organization and implementation of classroom activities involving the use of video at the elementary and intermediate levels in French and Spanish. Participants view video segments and have an opportunity for discussion. There are also handouts.

--Guessler Normand, Dept. of Foreign Languages, The Univ. of Toledo, Toledo, OH 43606

LA TRADUCTION: INSTRUMENT D'ENSEIGNEMENT DU FRANCAIS AUX NIVEAUX AVANCES

Chairperson: Fred M. Jenkins
Speakers: André Boudreau, Université Laval; Danielle Chavy Cooper, Monterey Inst. of International Studies; Fred M. Jenkins; David G. Reed, McGill Univ.

While disagreement will undoubtedly continue for a long time over what constitutes the "best" teaching method at elementary and intermediate levels of instruction, teachers seem to pay little attention to methods of language instruction (as opposed to instruction in literature and culture) at the more advanced levels, e.g., fourth year high school, third and fourth year college/university. Lacking specific guidance, or perhaps simply reflecting the way they themselves learned the language, many teachers have for years resorted to straight translation (French to English, English to French) and have been pleasantly surprised by how challenging and rewarding an exercise this can be for themselves and for their students.

The purpose of this AATF session is to bring together a small group of experts closely involved with this method of teaching French--particularly from French-speaking Canada, where the realities of the bilingual situation make the solution of methodological problems an everyday imperative. Our primary aim is to avoid possible errors on the part of teachers new to this kind of instruction or on the part of those who wish to experiment with translation as a language-learning technique.

Some of the questions traditionally raised are the following: (1) What kinds of materials should be selected--should they be general, particular, and/or technical in nature? Can one successfully mix types, even though this may mean rapid changes in level of difficulty? If technical in nature, how wide-ranging in subject matter may they be without risking a loss of interest on the part of the average advanced level student? Is it possible to attempt successfully the translation of literature at this level, given the highly complex issue of stylistics? (2) What are the best teaching aids available at present for this type of activity (grammars and dictionaries, in particular)? Is it worthwhile to have students read fairly technical explanations of translation theory (e.g., Vinay and Darbelnet's Stylistique comparée du francais et de l'anglais) before, after, or during their practical work? Is it realistic for the teacher to discuss samples of translation with no regard to theory? Is there any value in presenting students with ready-made professional translations (e.g., the bilingual editions of short stories in the Pocket Book series), so that they may generalize from a series of specific, authentic examples? (3) What are some of the most common areas of interference encountered by students at this level (assuming, naturally, a rather firm grasp of French to begin with)? Does interference stem primarily from (a) lack of adequate vocabulary in French? (b) insufficient control of French syntax? (c) misunderstanding of cultural facts, on either the French or Anglo side? (4) What is a good mix between French to English and English to French translation?

We hope to make advanced level teachers aware that translation is a respectable and necessary tool for insuring that students make significant progress in written French. Audiolingual communicative competence, although a laudable aim in itself, is not necessarily the most permanent benefit of language study.

--Fred M. Jenkins, Dept. of French, Univ. of Illinois, Urbana 61801

THE DIALOGUE IN CLASSICS: WE'RE ALL IN IT TOGETHER

Chairperson: Miriam S. Balmuth, Tufts Univ.
Speakers: Z. Philip Ambrose; Miriam S. Balmuth; Joanne H. Phillips; Marie Cleary; Gilbert Lawall; Marie Michael

CLASSICS PROGRAMS IN ELEMENTARY SCHOOLS

During the past two decades, a trend toward introducing classics at the elementary school level has been gaining momentum in the U.S. A brief history of elemen-

tary school Latin in this country is found in John Latimer's The New Case for Latin and the Classics (1973). Major programs have been put into operation in the cities of Washington, D.C.; Philadelphia; Indianapolis; and Los Angeles. In this presentation the word "major" is used to refer to a program that begins within a school system as a natural outgrowth of work undertaken by foreign language specialists already employed by the system. This type of program has a good chance for lasting success. By contrast, a program that has been grafted, by an outside agency such as a university, onto a school system without its own foreign language director--which is true in the case of the Boston schools, for example--is not as likely to obtain funding from the school administration.

The four programs mentioned above resemble each other in the following additional ways: (1) emphasis on Latin as an aid in acquiring basic language skills, (2) a strong evaluation and testing component, and (3) backing by federal agencies as well as support from within the school system. The materials used in the Indianapolis and Los Angeles programs are based on those first developed in Philadelphia. However, the Indianapolis committee adapted these according to special needs of students, issuing their own set of materials specifically geared to a liberal use of the overhead projector. The Los Angeles committee added Hispanic elements to the Philadelphia materials to accommodate the local population of Spanish-speaking pupils. Materials from the Washington, D.C. program are still available, although the program is not in operation at present.

There have been other programs less well known than those mentioned above, including the ones sponsored by the Department of Classics at the University of Massachusetts at Amherst, a record of which is preserved in issues of the New England Classical Newsletter, 1973-1976. All these efforts have elements in common: (1) a liveliness of approach, (2) itinerant classics specialists, (3) austerity of format, and (4) identification with culturally and/or economically deprived pupils. These common elements are reminiscent of qualities of the medieval mendicant orders, another example of innovative groups bringing a fresh impetus to a traditional organization.

Various conclusions may be drawn and suggestions may be made at the end of nearly two decades of ferment in the field of classics in the elementary school. Rudolph Masciantonio, in his doctoral dissertation, A Description of Latin Programs, Grades 4-6, in Selected Public Schools in Philadelphia, Washington, D.C., and Los Angeles, states that one implication of his findings is that school administrators should consider elementary school Latin as a valuable tool in the upgrading of English language arts performance. He also urges that research in the field of elementary Latin/classics continue.

Judith LeBovit, in her handbook The Teaching of Latin in the Elementary School [available through the ERIC system, ED 086 002], stresses flexibility in reviewing credentials when hiring personnel in these programs, and getting away from hidebound categories. She also advises that the theatrical element be nurtured in presenting and teaching such programs.

The programs I have mentioned offer cultural background as well as aids in language learning, but put the primary stress on the acquisition of basic skills. This goal of teaching pupils basic language skills through Latin is persuasive and may be the only one acceptable to school administrations at present, when considering a new Latin-based program. However, the benefits of study of classical heritage, which are less immediately apparent (namely, the enrichment of students' aesthetic and intellectual lives) might be the main goals in an effort different from the programs just described--the creation by classicists of short teaching units to be taught as part of regular curriculum, English, or social studies. "A Look at Latin," an example of this approach, is described in the February 1979 issue of the NECN.

--Marie Cleary, School of Education, Univ. of Massachusetts, Amherst 01003

LATIN FOR ENGLISH

Latin for English is the name given to a course designed for freshman and sophomore high school students whose reading competency is below grade level. It originated as a result of the difficulty encountered by such students when they attempted to follow first year Latin courses. When I had examined the FLES Latin programs from Indianapolis and Philadelphia and had read in various reports about the significant success of these programs, as well as of the program developed in Washington, D.C., it seemed to me that there was material at hand that was on the reading level of these students and that might well be adapted and augmented for use in the secondary school. I gathered together units and suggestions from a number of sources and tried to accumulate as many different ways as possible of presenting the material.

One of the chief factors motivating the students is the move from Latin, which is new and hence interesting to them, to English, which they have all too often written off as a perennial bore. Another important element is the reinforcement of learning through as many senses as possible. Finally, variety in methods of presentation and drill is essential.

Subject matter for units centers around a number of topics dealing with Roman life and culture. In each unit a few Latin words are introduced and learned in their simplest forms. From each Latin word, English derivatives are drawn. Their definitions are looked up, their spelling is mastered, and comprehension of their use is demonstrated in original sentences and stories. Filmstrips, tapes, and transparencies aid in presentation of mythology and Roman life, while group discussions provide for sharing of ideas. A feasible amount of outside reading is suggested. Students in this class share with other Latin students such enrichment activities as the Latin Council and the Roman banquet.

Benefits to the students are evidenced in their new-found confidence that they are capable of learning, in the gradual increase of their English vocabulary, in their attention to English usage, in the improvement of their spelling and pronunciation, and in their satisfaction when they succeed in frequent quizzes and tests. It is hoped that post-tests in reading comprehension and language skills will reveal increased competency in these areas.

Such a course affirms that Latin has something for every student, from the academically gifted to the inept and/or reluctant learner.

--Sister Marie Michael, South Catholic High School, Hartford, CT 06114

COOPERATION BETWEEN THE HIGH SCHOOLS AND COLLEGES

The unity of spirit within the Classical Association of New England is a model for cooperation between the high schools and colleges. Modest cooperation of this kind already exists between Vermont's 55 to 60 secondary school and approximately 15 college teachers of classics. The Vermont Classical Language Association (VCLA), a sister of the Vermont Foreign Language Association (VFLA), represents the efforts of this group. Its accomplishments include

- An annual meeting
- Telephone trouble-shooting
- Enactment by the State Board of Education of guidelines for the certification of teachers of ancient languages
- Traveling kits of materials (maps, books, artifacts, museum reproductions, filmstrips, etc.) of Greek and Roman culture (mythology, army life, Caesar,

Cicero, Vergil, Etruscans inter al.). These kits, paid for by the State Department of Education and on deposit at the UVM Department of Classics, may be borrowed for two weeks by any school in the state.

•Purchase of the film Atlantis for rent to the schools

•Summer institutes for the reaccreditation of Latin teachers.

•An annual Vermont Latin Day at UVM.

•A modest increase in the number of secondary school Latin students. (Latin has been added to at least three schools, and deletion of Latin was prevented at one influential school.)

--Z. Phillip Ambrose, Dept. of Classics, The Univ. of Vermont, Burlington 05405

CLASSICS AND THE UNDERGRADUATE SCIENCE MAJOR

By the end of the 19th century, the comprehensive domain of literature was well on the way to being truncated, as various sciences and technical disciplines became generally incomprehensible to the literate and educated layman. The resulting dichotomy in our culture today, which opposes science to the humanities and the arts, was inevitable. Its pervasive impact is manifested by a large segment of our present undergraduate population--the science majors. The rigorous, specialized, competitive program of science courses, which the science majors undertake with the emphasis on high scholastic achievement, militates against the use of any idiom other than that which incorporates the scientific outlook. The humanities courses, whether required or elected, are the salvation of these students--indeed, often their sole opportunity to cross the cultural gap before their commitment to strictly science-oriented programs of graduate study or medical training. Of the humanities, classics has and continues to satisfy the interests of a diversified undergraduate population. However, my experience in teaching classics courses predominantly composed of science majors has convinced me not only of the importance of this particular group for the future strength of classics programs, but also of the need to orient our objectives to insure the encouragement of these students.

Science majors essentially fear the crossing of the cultural gap. The intellectual dimension, which they fear, both attracts by its emotional and imaginative appeal and repels by its "non-technical" unfamiliarity. This fear is easily attenuated in classics, but often ignored, because we, as teachers of classics, are products of specialized training in an area of the humanities that does not condition us to anticipate science majors as our prospective students. Our insensitivity to their particular concerns is to be expected.

The science major needs to realize that, as in science, the study of classics in general requires systematic investigation and disciplined thinking; that classics courses also "make use of evidence and seek to understand its nature and limitations; to assess, interpret, relate and use it both to form and to test hypotheses."[1] What is required of us is not a burdensome task--merely more emphasis on these shared facets of methodology. Science majors easily and readily relate to this perspective, which provides them with a continuing motivation to apply themselves. The resulting impact of their contribution to the classics course is gratifying. With a greater sense of competence across the cultural gap, they not only stimulate the exchange of ideas and thoughts but also interpret the topics involved with a clarity that often escapes the non-science student. We must remember that effective intellectual growth is achieved when the class as a whole can freely

exchange thoughts and ideas, interpreting and modifying them in the process; the science majors are important catalysts in effecting this growth. Indeed, we cannot ignore the fact that today it is frequently the science major who writes the best exam upon completion of a classics course. We cannot ignore the fact that the double major in science and classics is fast becoming a common phenomenon.

The objectives of the classics teacher have recently been well articulated as follows:

> The teacher of classics wants his pupils to come into contact with achievements of great human significance, like the poems of Homer, the concept of democracy in Athens, or the architecture of Rome, because of the enrichment that they can bring to their experience; he wants them to grapple with the problems of understanding a culture very different from their own both in its expressed views and attitudes and also in its underlying assumptions and beliefs; he wants them to recognise the significance of the cultures of Greece and Rome for their own European inheritance; he wants them if possible to gain mastery in one or both of the classical languages as a means of achieving all the foregoing at a deeper level than can be achieved through the use of translations.[2]

The realization of these objectives, however, depends on the continued influx into the classics of students who can respond and contribute to the growth of our undergraduate programs. Accordingly, we must not overlook the particular qualifications and presence of undergraduate science majors.

--Joanne R. Phillips, Dept. of Classics, Tufts Univ., Medford, MA 02155

[1]Cited in material reprinted from Curriculum 11-16: Working Papers by HM Inspectorate: A Contribution to Current Debate (1977) in the New England Classical Newsletter 6 (1979), 17.

[2]Classics in Comprehensive Schools: A Discussion Paper by Some Members of Her Majesty's Inspectorate of Schools (1977), 3.

FACILITATING THE DIALOGUE THROUGH THE AMERICAN CLASSICAL LEAGUE

The American Classical League helps facilitate the "Dialogue in Classics" by its very nature as a "league" with members from both the schools and the colleges. The ACL Council brings together representatives of national, regional, state, and local classical associations. The ACL Directory of Classical Organizations keeps us informed of who we are and what we are doing as a profession, and the ACL Report keeps other organizations informed of what the ACL is doing. Numerous ACL committees bring together members at all levels of our profession, from college professors to high school students, in various activities and projects.

The Classical Outlook and the new American Classical League Newsletter provide channels of communication to keep members of our profession up to date on new ideas and developments, to let school teachers know what is happening in the colleges and universities, and to keep college and university professors informed of what is happening in the schools.

The League has organized meetings of officers of classical associations in conjunction with the annual meeting of the American Philological Association, and it has established a National Coordinating Office for the Promotion of Latin in the Schools and a National Committee for this same purpose. Through our placement ser-

vices for Latin teachers, we are beginning to reach into the offices of school administrators throughout the country. We are increasingly involved in dialogue with other publics as well, such as the various national, state, and local modern foreign language associations and the federal government.

The dialogue both within our profession, and between our profession and other publics, is a lively and vigorous one that can involve all of us at many levels and in many ways.

--Gilbert Lawall, Dept. of Classics, Univ. of Massachusetts, Amherst 01003

TEACHER COMPETENCIES AND CERTIFICATION IN FLORIDA

Chairperson: David W. Gurney, Univ. of Central Florida
Speakers: Ernest A. Frechette; Arnhilda Gonzalez-Quevedo, Florida International Univ.

In 1975-76 the Florida Council on Teacher Education (COTE), a statutory advisory body appointed by the State Board of Educators, designed and completed a study to identify the minimum essential teacher competencies that would form the general basis for certification. Twenty-three competencies were established. The next step was to identify competencies unique to each subject matter area.

COTE established guidelines for the sake of uniformity (each specialization was to include a rationale, target group, data collection instruments, data analysis, reporting procedures, and recommendations) and mandated the maximum involvement of teachers and other professional educators at all levels, as well as that of educational and professional organizations.

The Commissioner of Education named the Florida Foreign Language Association as the representative for all language groups to work in close cooperation with the Department of Education. Statewide committees studied and debated foreign language, ESL, and bilingual competencies. By August 1976 the Florida Foreign Language Association Newsletter published a preliminary set of competencies, requesting comments and suggestions. The competencies were then reviewed, refined, and presented to COTE along with our study design for review. Minor changes were recommended, mainly in the final instrument to be used in the collection of data. Revisions were made and approved. The instrument was important since it was to be the tool used to determine the degree of acceptance of any one competency by the profession. Therefore, careful wording and acceptable techniques were necessary.

To further strengthen our instrument and to determine the potential acceptance of the competencies, we pilot-tested them in three Florida counties. The results were favorable enough for us to administer a statewide sampling. The results of the sampling indicated that the criterion for the acceptance of a competency, as set by COTE, could not be achieved in a large number of cases; this was also found to apply to other subject matter areas. An FFLA committee studied the matter and recommended a lowering of the criterion for acceptance, and COTE agreed. Final recommendations were made to COTE. If accepted and approved, the competencies will then become part of state policy for certification.

A select committee studied the matter of competency evaluation. The consensus was that each applicant for certification would have to take a three-part examination: participation in an FSI-type interview, presentation of a teaching lesson, and answering essay and multiple-choice questions.

Another committee analyzed each competency to determine which college/university course offerings might help students acquire the competencies necessary for certification.

Meanwhile, COTE came up with 127 subskills for the generic competencies, which created a substantial degree of duplication and overlap between studies. Several

meetings were held, but in April 1979, COTE considered the problems and issues affecting the specialization studies and deliberated on whether the competencies should be incorporated into state board rules or simply be distributed on an informational basis to teacher-training institutions. At this writing all work on the subject matter teacher competency studies is at a halt until further direction is given by COTE.

--Ernest A. Frechette, Dept. of Foreign Language Education, Florida State Univ., Tallahassee 32306

U.S. MULTI-ETHNIC LITERATURE AND THE LANGUAGE TEACHER

Chairperson: John C. Miller
Speakers: Eniko Molnar Basa, Library of Congress; Robert DiPietro, Univ. of Delaware; Walter Lichtenstein, Univ. of Maine; John C. Miller

Recent analysis of American culture has rejected the generalized amalgamation theory of the diverse groups that form the nation. Cultural plurality and diversity have replaced the world of the "melting pot"; sociologists now consider our national identity as more of a stew in which the individual ingredients maintain their distinctive flavors. For more than 400 years there has been a steady flow of cultures into the United States; some have been absorbed; some have remained separate; most have changed in some way. American ethnic language and literature are interactional at home and international in their ties with the original homelands.

Traditionally, foreign language teachers have focused on Europe, although in more recent years, Eastern European, Asian, Latin American, and African writings are the sources of classroom teaching materials. The presentations that the panelists will deliver focus on writings and language relating to the ethnic experience in the United States.

Eniko Molnar Basa, a comparative literature specialist and lecturer at Hood College, presents multicultural resources for both teachers and librarians. Her experience as a librarian, English professor, and European scholar permit a thorough exposition of materials appropriate for the often neglected student of Eastern European origins.

Italo-American culture has maintained a strong connection with the Continent through the Church, civic organizations, and the extended family. Popular culture--particularly the movies--has distorted the values of a closely knit ethnic setting. Robert DiPietro, whose professional orientation focuses on international programs of cross-cultural and interlanguage analyses as well as bilingualism and ethnic group analysis, will discuss the manner in which language teachers can best approach ethnic cultures of the U.S., particularly the Italo-American phenomenon.

Walter Lichtenstein is the Director of the Bilingual-Bicultural Center at the University of Maine at Fort Kent, where the majority of his students are Franco-Americans. His interests in Francophone American literature, culture, and language in New England and Louisiana offer ready materials for classroom adaptation.

Hispanic culture and ethnic literature have many manifestation in the United States, the principal groups being Chicano, Cuban, and Puerto Rican. Literature is written in the Eastern urban setting, the Miami area, and particularly throughout the Midwest and Southwest, the spiritual nation of Aztlán. Classroom materials are available in language, literature, civilization, and the arts. John C. Miller teaches Hispanic literature of the U.S. to intermediate and advanced language students. He also works with bilingual-bicultural migrant elementary students.

The four panelists have as their objective a presentation to classroom teachers of the philosophy, as well as the materials, needed to incorporate the multi-ethnic dimension of the languages and literatures of the U.S. into the classroom. In addition to the four language groups mentioned, syllabi and other materials for numerous other ethnic groups are made available in this session sponsored by MELUS (Multi-Ethnic Literatures in the U.S.). Unity in diversity is the American ethnic experience. Language teachers who attend this session will be able to focus more fully on the cultural influences of their students' and the nation's origins on the classroom environment.

--John C. Miller, Gettysburg College, Gettysburg, PA 17325

FRIDAY AFTERNOON, NOVEMBER 23

TEACHING FOREIGN LANGUAGE COMPOSITION: A STUDENT-GENERATED TEXT-EDITING APPROACH

Chairperson: Claire Gaudiani
Speakers: Claire Gaudiani; Bernard Shiffman, Purdue Univ.

The following approach to teaching writing relies on in-class editing of the compositions that students produce on a weekly basis. During these sessions, the class corrects the grammar of the student compositions and practices the production of increasingly sophisticated and syntactically complex sentences. Students also learn to produce well-developed paragraphs and to structure paragraphs into compositions. Finally, the editing process sensitizes students to nuances in vocabulary choice and offers a basic grounding in the elements of prose style.

The objective of the course, clearly stated to students at the outset, is to help them to learn the dynamics of good writing and to become sensitive to style. They are to develop the ability to express their thoughts coherently, in essentially correct and well-structured prose. Grammar is studied systematically and treated like an indispensable tool to achieve the course goal. This is not, however, an advanced grammar course under a composition title.

Student commitment to constant writing assignments in French forms the core of the approach. Students write a composition each week, keep a daily journal, and rewrite each effort until they achieve a level they and the instructor judge to be satisfactory. From mid-term on, students write compositions every other week. On alternate weeks, they read a short selection from a French prose masterpiece. After studying this text, they write a two-page prose-style analysis in English, and attempt to imitate the author's prose style in a French composition of their own creation. These one-page pastiches in French, coupled with the prose-style analyses in English, advance students' understanding of the dynamics of good writing.

The course is designed for a three-session week. Two are used for class editing of student compositions and one for a grammar review. The process of directing class editing and sentence-embedding grammar sessions is carefully explained. Rather than relying on contrived materials, this approach centers the learning experience on the students' personal communication. The texts are meaningful because the students create them, not because textbook writers claim that they are. Chomsky maintains that "any teaching program must be designed in such a way as to give free play to those creative principles that humans bring to the process of language learning." I have found that students respond positively to learning from their own creative efforts. The evaluations of the course witness to this fact, as do, to some extent, steadily rising enrollments in French composition since this approach was initiated.

In the course of the semester, students write twelve compositions and five pastiches in French, and five two-page essays in English analyzing the prose style of masterpieces. Most students re-write each assignment at least once. They also write and, where necessary, re-write about 40 journal entries. They work as a team

editing each other's tests, manipulating syntax, reorganizing the structure of paragraphs, mastering grammar rules, and developing an awareness of style. They work toward improving the clarity and precision of their written work.

Near the end of the course, students are asked to re-read their first few compositions and to compare them with their latest works. A brief class discussion about developing levels of competency focuses students' attention on the tangible results of their efforts. Student evaluations have shown very high levels of personal satisfaction after this course. In fact, a substantial majority of students perceive marked improvement in their ability to write English as well as French.

-- Claire Gaudiani, Dept. of French, Purdue Univ., West Lafayette, IN 47907

FOREIGN LANGUAGES IN CONTINUING EDUCATION

Chairperson: James W. Brown, Ball State Univ.
Speakers: Emily Spinelli, Univ. of Michigan; Shirley A. Williams

One aspect of the shifting trends in education during the past decade has been the emergence of the concept of "life-long learning," which has given rise to a multitude of practical "mini-courses" for the adult learner. In response to community needs, short courses in foreign languages are now being taught through high schools, colleges, and local service organizations.

As foreign language professionals, we need to examine carefully the content and quality of the various continuing education foreign language courses we may be called upon to teach. The community's judgment of the value of language study will often be directly linked to the quality of foreign language instruction its adults experience in the continuing education class.

The continuing education class presents unique challenges and opportunities. In general, such classes are populated by older adults who are paying fees to attend a course that they hope will help them acquire basic language skills they expect to use in foreign travel. The course designed for these students must thus meet several basic criteria: (1) it must be taught basically through direct method with emphasis on oral work and good pronunciation; (2) it must require little homework, for the working adult has little time for out-of-class preparation; (3) it must give students a working knowledge of basic grammatical structure so that they will be able to use new vocabulary or expressions they learn during their travel; (4) it must teach practical vocabulary needed by travelers. Emphasis should be on the language skills needed to read signs, deal with airport and customs officials, etc.

With careful attention to selection of materials, it is possible to provide adult students with a surprisingly adequate command of a foreign language within the limited instructional time available in the "mini-course" format. This session focuses on materials and instructional methods that can be used to make the most of the continuing education student's foreign language experience. Spanish is the language of instruction.

--Shirley A. Williams, The Ohio State Univ.-Lima, 4300 Campus Dr., Lima 45804

PURPOSEFUL LANGUAGE USE: DEVELOPING FUNCTIONAL ABILITY IN ALL FOUR SKILLS

Chairperson: Claire Brandicourt Saint-Leon, Tennessee Technological Univ.
Speakers: Gail Guntermann; June K. Phillips, Indiana Univ. of Pennsylvania

Functional approaches to course design have been gaining attention recently throughout Europe, and this interest has extended increasingly to the United States. If communication is the goal of language study, then learners will need to practice using their target languages to function within the cultural setting of the area in which the language is spoken. Any communication event, however, is made up of many factors in addition to linguistic forms and structures--e.g., the setting; the roles, social levels, and relationships of the participants; the topic or topics; the purposes; the attitudinal tones; and the genre. The presenters for this conference session define communication as primarily purposeful interaction, and demonstrate a procedure for giving learners purposeful practice in all four skills and at all levels of study.

Following a brief introduction to functional approaches in course design, we discuss each of the skills separately, providing a partial inventory of purposes for each and demonstrating their application to major points of grammar commonly taught in French, German, and Spanish. Since the oral skills are generally complementary (e.g., giving and receiving information or instructions), their lists of purposes will overlap substantially. While the potential purposes of oral language might be infinite in number, they are limited here to those most common functions for which formal and informal styles may be used; no attempt is made to include technical or intimate uses. The inventories for listening and speaking will nevertheless contain about 100 entries, from which teachers will need to choose those that are the most common and essential. The next step is to analyze the purposes so as to identify the linguistic items needed to carry them out. These can then be matched to the material being studied in class. Examples of major grammar points will be matched with their purposes of language use, and sample learning activities will be outlined.

While the skills of reading and writing also overlap in many instances, they are quite different in others when one considers the purpose of the language activity. For example, reading often involves abbreviated sentences or even single words when the purpose is to follow directions. Many of the grammar topics covered in a course are never fully expoited for the reading purpose at all. As for writing, the ways in which one uses this skill for communicative purposes is very different from the written exercises that provide most writing practice for students. It will be informative to discover how reading and writing actually serve communication purposes other than literary ones.

Following the presentations, participants work in groups, by major language, to practice matching purposes with points of grammar commonly taught at various levels of French, German, and Spanish study. Each small group works with a different level of study of its language and shares its ideas with the others by presenting them on overhead transparencies. Worksheets and guidelines are provided. Participants should leave the session with a repertoire of ideas for applying purposeful language practice to many of the grammar points that they teach at all levels and for all skills. In addition, they should be able to create many more activities on their own.

--Gail Guntermann, Dept. of Foreign Languages, Arizona State Univ., Tempe 85281

MULTICULTURALIZING LESSON PLANS TO UNIFY THE BILINGUAL OR ETHNICALLY DIVERSIFIED CLASSROOM

Chairperson: Dorothy V. Huss, Assistant Director, ACTFL
Speakers: Edna M. Sims; Shirley M. Jackson

The multiculturalization of lesson plans deals with the premise that students identifying with a culture other than that of the country in which they reside can obtain a greater sense of self-respect and can, simultaneously, engender in their fellow students an appreciation of the benefits of the culturally diversified setting when the teacher is properly sensitized to utilize the multiculturalism of the classroom to the greatest advantage.

It is the instructor who sets the tone and thus influences the student's acceptance or rejection of ethnic differences. Approximately one out of every 50 Americans is foreign born, but unless instructors are ethnically sensitized, they tend to promote the culture of the dominant group to the exclusion of the other groups represented in the classroom.

Virtually all subject areas at all grade levels present opportunities to underscore cultural variances that properly sensitized instructors will teach their classes to celebrate rather than to condemn. Multicultural education, which is really the best education, promotes intercultural perspectives beyond the classroom as the key to stability and peace in this policentric world. Engendering a feeling of respect for mankind's individual variations may not be enough to correct past distortions and stereotyped imbalances which have too long caused many ethnic minorities to perceive themselves as citizens of a somewhat hostile environment, but the effort must be made.

The resulting acquaintance with and appreciation for the cultures of our own country will begin to erase, though ever so slowly, the provincial outlook or narrow view of Americans for world cultures and may bring world peace and stability. An education that does not prepare citizens to live in an interdependent world is an incomplete education, and the intercultural perspectives derived from the multicultural classroom will be mutually beneficial in accordance with the degree of skill developed by the teacher.

This workshop attempts to validate as many subject areas as possible as suitable for multiculturalization, but an effort is made to give greater attention to the disciplines represented by those in attendance. In an effort to underscore the benefits of multiculturalizing course content, the unifying factors in ethnic diversity are suggested as essential areas of commonality.

It is expected that teachers, trainers, and supervisors will develop skills and sensitivity for multiculturalizing lesson plans for all subject areas normally taught in public schools. On observing model lessons, they should develop the ability to easily distinguish the traditional lesson from the multiculturalized lesson and, working closely with members grouped according to the major teaching disciplines represented, will be instructed in the preparation of multiculturalized modules.

--Edna N. Sims and Shirley M. Jackson, Univ. of the District of Columbia, 713 Third St. SW, Washington, DC 20024

ALTERNATIVE APPROACHES TO THE TRAINING AND SUPERVISION OF GRADUATE TEACHING ASSISTANTS

Chairperson: Maurice W. Conner, Univ. of Nebraska at Omaha
Speakers: Carol A. Herron; Constance K. Knop
Discussant: Patricia Boylan, Univ. of Illinois

This session presents a variety of strategies and activities for training teaching assistants to instruct a second language class at the college level. The principles and techniques analyzed are currently in use at a large public institution (the University of Wisconsin-Madison) and at a small private university (Emory

University in Atlanta, Georgia). Thus, their applicability has been extended to and tried out in foreign language departments in which the number of T.A.'s varies from under five to over ten. Specifically, the discussion focuses on three major areas: training T.A.'s in lesson planning and self-evaluation; observing T.A.'s; and planning a conference with T.A.'s.

With respect to each of these three domains, alternative approaches are discussed. For example, in regard to lesson planning, the four basic phases of overview, prime, drill, and check are clarified as a basic instructional sequence. Also the two-step progression from teaching sentences in "controlled" environments to teaching the "liberated" use of utterances in conversational exchanges are related to the everyday lesson planning of the T.A. Several instruments for T.A. self-evaluation are outlined in terms of their value and limitations.

Pertaining to the second large area--observation of the T.A.'s class by a faculty member--the preferences of the T.A.'s as reported in a nationwide survey by the presenters are summarized. Videotaping, peer observation, and audiotapes are some of the techniques rated by the T.A.'s. In addition, various techniques for data gathering during the observation are demonstrated.

The presenters also analyze the faculty/T.A. conference, which usually occurs after an observation. The discussion emphasizes strategies for making conferences interactive and supportive.

--Constance K. Knop, School of Education, Univ. of Wisconsin, Madison 53706; Carol Herron, Dept. of Modern Languages, Emory Univ., Atlanta, GA 30322

ONE GOAL: MANY CHALLENGES

Chairperson: Kurt L. Levy
Speakers: Maria Isabel Abreu, Georgetown Univ.; Theodore Kalivoda, Univ. of Georgia; Barbara Snyder, Normandy High School, Parma Heights, OH

This session addresses some basic challenges that are inherent in our craft and seeks to identify ways and means, both innovative and time-honored, of dealing with them in the AATSP context. Spanish and Portuguese, two of the world's most influential languages, perform significant functions in modern language teaching--functions of which AATSP is a major trustee. Our three position papers focus on such crucial commitments of our discipline as an effective and imaginative teaching process involving culture, language, and literature, as well as the place of pedagogy--potential ally or enemy.

The roles of culture, language, and literature in language teaching are usually accepted, albeit with varying emphasis. Less universally recognized is the contribution of pedagogy. Yet the latter plays a decisive part in coloring the kind of classroom experience learners undergo in their foreign language study, which in turn shapes their attitude toward the subject matter. Typical areas of instruction that affect student attitudes to a greater or lesser degree are vocabulary, grammar, and overall course orientation in terms of public desires. In each, human needs coupled with linguistic advances constitute prime considerations in creating effective methodology.

The history of foreign language teaching tends to overlook this dual relationship. As a result, pedagogy is sometimes viewed with suspicion and the potential value to be derived from foreign language study suffers. If pedagogy is to benefit foreign language learning, it must include a more broadly encompassing perspective of subject matter and learner, a perspective that ensures a high degree of learner satisfaction and elicits a healthy respect for the subject matter as a solid curricular component.

These stimulating issues, and others no less central to the language-teaching profession, are viewed within the AATSP context, as Spanish and Portuguese are examined as potent vehicles of culture and communication and in terms of their impact in the classroom, the community, and a rapidly shrinking world. The session, it is hoped, will reflect both the diversity and unity that underlie the guiding principles of AATSP.

--Kurt L. Levy, Dept. of Spanish and Portuguese, Univ. of Toronto, Ontario M5S 1A1, Canada

INNOVATIVE APPROACHES TO FOREIGN LANGUAGE TEACHING IN THE SOUTH ATLANTIC

Chairperson: Robert F. Bell, Univ. of Alabama
Speakers: Oliver Finley Graves; Otto Johnston; Gerda Jordan

THE GERMAN PROGRAM AT THE UNIVERSITY OF ALABAMA

Recent innovations in the German program at the University of Alabama include the introduction of an intensive elementary course, German houses for both men and women, a German drama course, and the examination for the Zertifikat Deutsch als Fremdsprache. Preparing students to pass the Zertifikat examination upon completion of one year of intensive German has provided our department with a concrete goal toward which to direct our program and against which to measure departmental effectiveness. We first offered the examination on an experimental basis in April 1978. Of seven students participating--all of whom had completed at least two years of traditional German coursework--six received the certificate. In August 1978, we initiated an intensive elementary course and opened German houses on the campus. The intensive course is a modification of the Dartmouth approach with nine in-class hours per week. It covers the traditional first and second year courses in two semesters. The German house program affords students the opportunity of total immersion in the German language under the tutelage of native Germans. The German drama course allows any student, including first year students, to enhance fluency in the language by memorizing parts in several different German plays. In April 1979, 25 students sat for the Zertifikat. Many of these students had completed only the one year of intensive German. All passed.

--Oliver Finley Graves, Dept. of German and Russian, Univ. of Alabama, University 35486

FIVE YEARS OF M.I.B.S. AT THE UNIVERSITY OF SOUTH CAROLINA

The course of study leading to the Master's degree in International Business Studies (MIBS) at the University of South Carolina prepares students for a career with firms of multinational scope by training them in functional business skills and one foreign language. It is a two-year course, four months of which are devoted entirely to language study, and seven months to a combination of business and language practice.

The first segment of language instruction begins in June with a ten-week intensive program. No prerequisites are demanded; students are exposed to the rudiments of grammar at the beginning, and at the end of the ten weeks they have a working knowledge of all four skills in the language. These language skills are expanded during the fall and spring semesters of major concentration in business studies. In

July of the second year, students are sent overseas (Köln for German) for another intensive language instruction period of six weeks, which stresses business vocabulary and practice. Immediately thereafter they begin their internship; that is, they work for a German firm, using both business and language skills. They return in March, fluent in the language, well trained in business, and eminently employable.

--Gerda Jordan, Dept. of Foreign Languages, Univ. of South Carolina, Columbia 29208

IMPLEMENTING THE INTENSIVE LANGUAGE MODEL: AN EXPERIMENT IN GERMAN AT THE UNIVERSITY OF FLORIDA

Dartmouth Professor John Rassias has received substantial national publicity for his classroom presentations in advanced level seminars in French literature. However, considerably less attention has been focused on the lower level courses that Rassias has restructured according to an innovative blueprint: the intensive language model. From June to August 1978, the Department of Germanic and Slavic Languages at the University of Florida sought to implement this model in beginning German.

Similar experiments had proved successful at small liberal arts colleges; however, this was one of the few times such an unorthodox teaching methodology was employed in a large, established program at a state-supported institution. The accomplishments and setbacks of the attempt may be documented in terms of preparation, initial student reaction, student input and motivation, funding, and teacher evaluation.

Student enthusiasm, good press, and a public relations campaign encouraged university administrators to fund the experiment beyond the initial stage. By adding scenarios tailored to student interests and needs, the Department hopes to maximize flexibility in the language-learning process.

--Otto W. Johnston, Dept. of Germanic and Slavic Languages and Literature, 261 ASB, Univ. of Florida, Gainesville 32611

THE INFLUENCE OF CULTURE ON MEMORY

Chairperson: Susan Lister, West Valley College, Saratoga, CA
Speaker: Linda Schinke

Human memory has been a topic of speculation for philosophers and philologists for centuries. Only within the last century, however, has memory become a subject of objective investigation by anthropologists, linguists, and psychologists. Even more recently has the concept of the influence of culture on memory drawn attention from researchers. It is the purpose of this paper to present an historical overview of the treatment of this subject, to summarize pertinent contemporary research, to analyze the complexities of investigating the topic, and to address implications for teachers of culturally different students.

Evidence of man's fascination with memory comes to us from antiquity. Both Plato and Aristotle speculated as to the nature of memory. Not until centuries later did memory become a subject of objective analysis. Ebbinghaus' studies on verbal learning and forgetting in the nineteenth century shifted the treatment of memory from mere speculation to investigation. However, by the close of the nineteenth century, no literature on the influence of culture on memory had been produced.

An examination of the literature produced during the first half of the twentieth century reveals a similar lack of pertinent data. Although more researchers concerned themselves with either memory or culture, few performed studies linking the two. Not until the appearance of Bartlett's monograph Remembering in 1932 was the subject directly treated. Bartlett posited the idea of schema, a culturally based mental framework into which new information is fitted. The greater the degree to which the material to be remembered fits the pre-existing schema, the greater the degree of recall.

With the increased experimentation on memory occurring in the last 15 or 20 years, more work has been done on the topic of the relationship between culture and memory. Deregowski, for example, examined the effect of the cultural value of time on recall. Meacham studied the relationship between culture and recall for places and objects. Most significantly, Cole and his colleagues have performed a variety of experiments investigating the interplay of culture and memory.

Despite this recent focus, the total number of studies dealing with the issue of culture and memory is relatively small. This relative paucity can be linked to numerous factors. Among them are the problems of the definition of culture, as well as the type and stage of memory to be studied. In addition, a choice must be made whether to study the content or process of memory. Finally, the issue of the experimental situation itself comes under scrutiny.

As a result of the research available, only tentative implications can be drawn for teachers who work with culturally different students. Cole's experiments are perhaps the most enlightening in this respect. For example, Cole found that the method of presentation of material affects the method of recall. Also, for certain cultural groups, memory for location is better than memory for objects.

After reviewing the literature and analyzing the factors that complicate the research, one can conclude that the subject of the influence of culture on memory is relatively untapped experimentally. Considering the large numbers of teachers working with students who are culturally different, further research in this area is both desirable and necessary.

--Linda Schinke, 8319 Keating, Skokie, IL 60077

CRASH COURSES FOR CAREERS: HOW DO THEY WORK?

Chairperson: Toby Tamarkin, Manchester Community College, West Hartford, CT
Speaker: Marion R. Webb

Courses in career-related foreign language study are a relatively new curricular option in the institutions of higher learning that offer them. Many of these courses require no previous knowledge of the language and enroll largely part-time and non-credit students. Emphasizing job-related communicative skills from the outset, such classes are geared to the needs of adult learners whose interest in language study springs from their immediate need to communicate in career situations with English-speaking people. This session focuses on the results of a study of the foreign language content and cultural knowledge that such adult learners feel they need at the outset, and explores some of the ways these adults feel they can learn best in such programs.

Findings reported are the results of an exploratory investigation of beginning career-related Spanish classes for adults. Almost 1000 students in more than 20 colleges and universities were surveyed, as well as nearly 50 instructors in as many schools. Finally, a few selected students and instructors were interviewed in person. Although the study specifically probed career-related Spanish classes for adults, application of the findings is suggested to any age group in any program that stresses early development of communicative skills in a practical setting.

In order to determine the Spanish content areas to which adults give priority in their careers, appropriate curriculum design and sequence were assessed through a functional-notional approach. Students were asked to list and rank the language situations most important to them in their careers, and to check and rank language functions used most frequently on the job. Priorities for knowledge of culture were assessed through asking students to check and rank the attitudes, values, and life-styles of Spanish-speaking people most important for the students to understand in terms of their careers. While data show that among adult learners differences and needs in both Spanish language content and cultural knowledge are great, commonalities across careers do exist.

Several problems adults might encounter in learning a foreign language were explored, as well as learning activities that adults felt were most helpful in learning Spanish. Listed as especially profitable activities were, among others, role-playing activities, simulations, question-answer sessions with students both asking and answering questions, and various types of meaningful communicative drills. Aspects of adult learning explored included the learner's possible difficulty with tasks that were seen as complicated, unusual, or fast-paced; the frequent lack of study time; expectations for immediate fluency; and the adult set for accuracy, which might be in conflict with the need to acquire early communicative skills in the language. While many adults experienced some of these problems, individual differences were great and could be correlated with factors of personal data.

Because of the interest in integrating career education components into regular foreign language classes, and the increasing emphasis on developing communicative competence, this study has implications for any foreign language program. Participants at the session share suggestions on the application to all foreign language programs of the functional-notional syllabus assessment, determination of important cultural emphases, and various communicative learning activities.

--Marion R. Webb, Houston Baptist Univ., 7502 Fondren, Houston, TX 77074

TEACHING STYLES: A SELF-PROFILE FOR SELF-ANALYSIS

Chairperson: Myriam Met, Cincinnati Public Schools
Speaker: Anthony Papalia

Is it possible for teachers to order teaching styles for themselves as easily as hairstyles and be someone's carbon copy in the classroom?

Edwin J. Swineford, in a study of "artistic teachers," suggested that an individual's predominant teaching style usually has evolved by the fourth or fifth year of teaching. He indicated that first year teachers rely heavily upon their student teaching experience. They seem to model their cooperative teachers and even those teachers they had in high school and college. In the third year of field experience, teachers adopt new techniques and strategies to meet the needs of students. Their personalities seem to come to life.

Eighteen language teachers with more than three years of experience were interested in identifying the teaching behaviors that they consistently used in their classrooms. They participated in a study attempting to find an answer to this question: What are my preferred instructional strategies that I consistently use in my foreign language classes? With this objective in mind, they assisted in formulating an inventory of teaching styles and strategies that is by no means exhaustive, but a beginning for (1) promoting self-analysis, (2) identifying teachers' beliefs about language teaching, and (3) discovering the assumptions they make about how students learn. Teaching styles were defined as "habitual, consistent patterns of preferred strategies used by teachers in promoting learning."

What strategies do teachers tend to use in teaching pronunciation, grammar, vocabulary, reading, writing, culture, and speaking? Participants assess the frequency of their teaching behaviors and strategies by providing answers to an inventory on teaching styles.

--Anthony Papalia, Dept. of Instruction, 533 Christopher Baldy Hall, SUNY Buffalo, Amherst NY 14260

TENURE AND TEACHING LANGUAGES: UNITY IN DIVERSITY

Chairperson: Bernice M. Nuhfer-Halten
Speakers: Maureen C. Cassidy; Emilia N. Kelley; Patricia A. Stringer; Judith H. Schomber

Bernice M. Nuhfer-Halten (Dept. of Modern Languages and Classics, Emory Univ., Atlanta 30322) discusses the responses to an informal survey conducted in fall, 1979:

1. Is your preparation primarily linguistic-pedagogic or literary? or other?
2. Are your duties primarily linguistic-pedagogic or literary? or other?
3. How do you perceive "language specialists" when compared with "literary specialists"?
4. How do others in your department perceive "language specialists" compared with "literary specialists"?
5. Are you tenured? If not, do you expect to be awarded tenure? Were you ever denied tenure? Why?
6. Does the review process for tenure include peer evaluation?
7. Have you modified your method of instruction in order to enhance the possibility of getting tenure?
8. Do you think that it is easier or more difficult for a professor of a language department to get tenure compared to those of other departments?

Maureen C. Cassidy's (4722 30th Ave. East, Tuscaloosa, AL 35405) presentation is in the nature of a personal memoir relating experiences arising from a joint appointment in a department of foreign languages and a department of secondary education at a large university. These experiences include: acceptance of the position (conditions); benefits (promised; implied, but non-delivered); duties; expectations (from both sides); status (tenuous at best); tenure considerations (possibly illegal actions); harassments (personal and professional); release (attempts to prevent).

Judith Schomber (Dept. of Foreign Languages, Georgia Southern College, Statesboro 30458) addresses the effect of language teaching on promotion and tenure as well as the effect of promotion and tenure on language teaching at smaller colleges, where faculty members are accustomed to teach at all levels of the curriculum.

Emilia N. Kelley (Dept. of Modern Languages and Classics, Emory Univ., Atlanta 30322) reviews the dichotomy between language viewed as a skill per se and language viewed as a skill for achieving more important goals, and its relationship to the problem of tenure.

Patricia A. Stringer (Grad. School of Arts and Sciences, Emory Univ., Atlanta 30322) gives a different view of opportunities open to faculty in educational institutions today. As Associate Dean of the Graduate School of Arts and Sciences at Emory University, she is responsible for all student matters in the Graduate School, including admissions, financial aid, and records. She directs the Master of General

Studies program, writes grant proposals, and works with the directors of graduate studies, among other activities. She relates how she reached this particular position and compares her progression with the more traditional "up from the ranks" route of faculty member, tenured faculty member, chair, dean, and so forth.

SPEECH COMMUNICATION WORKSHOP FOR FOREIGN LANGUAGE TEACHING ASSISTANTS

Speakers: Robert Elkins, James McCroskey, and Barry Morganstern, West Virginia Univ.

The Departments of Foreign Languages and Speech Communication at West Virginia University have, for the past several years, required all new graduate teaching assistants to enroll in a week-long workshop, "Communication in the Classroom." The primary purpose of the workshop is to acquaint students with strategies and alternative approaches for dealing with communication problems encountered in the college classroom. The following is a brief description of the students and of the goals and focus of the course.

The students are from the U.S. and various foreign countries. They are typically new master's students; most have little or no formal teaching experience. All the students tend to be concerned with a variety of potential classroom problems including teacher credibility; classroom activities; interpersonal relationships with students and administrators; university policy; and cultural, language, and age differences between teacher and students.

While the course content covers a much greater spectrum of issues--e.g., nonverbal communication, cross-cultural communication, communication apprehension and teaching strategies--primary emphasis is placed upon the more "personal" problems previously identified.

The course is designed to involve the students in a variety of activities. Daily quizzes and a final exam are employed to evaluate students' understanding of basic teaching principles and textbook content. Numerous activities and simulations that are based on "real life" classroom situations provide students with the opportunity to involve themselves actively in the process of problem identification and the determination and application of appropriate solutions or alternatives.

Additionally, students benefit from the experience of various instructional communication professors who team-teach the workshop, each concentrating on his or her area of expertise.

The advantages obtained from this workshop are numerous. For example:

- It allows all new graduate assistants in both departments to become closely acquainted with one another and with a variety of faculty members before the pressures of teaching and attending classes prevent this type of interaction. These members can then serve as a comfortable source of help or information during the school year.
- It serves as a cross-cultural experience, with students from various countries providing examples of verbal and nonverbal cultural differences that many graduate assistants know about only from texts or classroom discussions.
- It presents an opportunity for foreign and American students to interact casually, yet professionally--thereby establishing a type of camaraderie.

•It helps to reduce many of the inhibitions and apprehensions teachers experience when entering the classroom for the first time.

•It provides an extensive analysis of participants' actions and helps them understand the purpose and meaning of many of them.

•It permits the teaching assistants to enter the classroom with a clearer understanding of student fears and inhibitions.

--Robert Elkins, Dept. of Foreign Languages, West Virginia Univ., Morgantown 26506

FOREIGN LANGUAGES AND THE BASICS: HOW DO THEY FIT?

Chairperson: Elvira E. Garcia, Univ. of Nebraska at Omaha
Speaker: Renate A. Schulz

The current cry of 'back to basics' can also be heard among foreign language educators. The presenter traces some of the causes for discontent, especially the lack of common goals in the profession, the proliferation of disconnected options, and the unrealistic expectations our instructional materials put on the learner. She warns of interpreting 'the basics' too narrowly and maintains that foreign language study has a unique place and function in the general curriculum. She proposes reinstatement of a general language requirement, but only after we have re-examined our discipline for the inherent knowledge and skills that will contribute to emphasizing fundamental humanistic goals for all learners. She calls for the development of an articulated curriculum from FLES through college, differentiating between general requirement courses and those intended for the specialist aiming toward mastery of the target language.

--Renate A. Schulz, Dept. of Foreign Languages, Univ. of Arkansas, Fayetteville 72701

THE LANGUAGE OF PERSUASION: SELLING FL EDUCATION TO THE FOLKS NEXT DOOR

Chairperson: June K. Phillips, Indiana Univ. of Pennsylvania
Speaker: Anita Monsees

Public awareness of the need for foreign language education ranks among the highest priorities of the profession. This urgency is reflected in the list of priorities recently compiled by ACTFL--in consultation with other professional organizations--for presentation to the President's Commission on Foreign Language and International Studies.

How is such public awareness achieved? Good public-relations practice makes clear that it must be accomplished on the local community level. Selling FL education is not a job that can be done from the top down. Rather, we must gain support among our home-town neighbors, building a grass-roots constituency in the American political tradition.

The Northeast Conference on the Teaching of Foreign Languages in 1978 developed an information packet dealing with the need for global education, with particular emphasis on foreign languages and cultures. The packet's materials were designed for the use of individuals committed to the need for widespread FL education.

The packet was prepared specifically to solicit public response to the President's Commission, which was then in session. While the Commission's work has now come to an end, the basic contents of the packet are readily adaptable for use in encouraging public communication with elected representatives on relevant issues.

The Northeast Conference packet serves as a model of a community-level information program. One essential element in such a program is a means for reaching community groups: in this case, a filmstrip, "The World Is Our Neighborhood," which can be adapted to local needs. The filmstrip provides an entrée to service clubs, parent organizations, churches, and other groups, including students and teaching colleagues.

A companion to the filmstrip is a simple, low-cost flyer which uses visuals from the filmstrip and reinforces its message. This can be used effectively as a handout and makes a good mailing enclosure.

Publicity efforts in local media center largely on the availability of the filmstrip program and its scheduled showings. As support and awareness are built in the community, editorial support can be sought for FL education.

The sell is a soft one. We ask only to be allowed to come and tell our story. As we do so, we come to identify the friends of foreign languages. With these people as a nucleus, we can begin the formation of an advocacy group that can speak for us and urge others to support us, lending added credibility and strength to our cause. This is an integral part of the political process.

It remains the responsibility of the profession to be informed about key issues and about pending legislation affecting foreign languages. We must feed this information to our growing constituency, so that our advocates can in turn make their voices heard and urge others to do likewise.

The "language of persuasion" is a relatively easy one to learn. The teaching tools are at hand. It does require a commitment and the expenditure of some time and energy. Not to make such a commitment at this critical time, however, might well be tantamount to denying a better future to foreign language education--or, indeed, any future at all.

--Anita Monsees, 5409 South Salina St., Syracuse, NY 13205

RECIPES FOR WRITING IN A FOREIGN LANGUAGE

Chairperson: Howard B. Altman, Univ. of Louisville
Speaker: Rosalie M. Colman

This presentation on original composition in a foreign language demonstrates the technique of using "recipes" or formulas to teach writing. It deals with three types of composition: chosen subject, answers to essay questions, and opinion stating. Normally, even native speakers feel intimidated if handed a piece of paper and told to write a composition. Though they may know quite a bit about the subject assigned, they very often feel reluctant to commit themselves to paper. That may be the reason so many people claim to hate to write letters. How much greater, then, is the hesitancy of a person who has to compose something in a foreign language. It is somewhat like being asked to give a performance. We know we can sing or dance to some degree, but to have to do it in public means exposing a talent of which we may not feel very certain.

By offering security to a student doing free or original composition, these recipes serve as a kind of crutch on which to lean when they must offer some written work to be read by others. Much experimentation in several languages with students of various ages has proven the recipe approach to be very workable. It serves as an

incentive, a confidence builder, and an organizer of thought for those who have a lesser command of a language and a consequent hesitancy to put down expressions for others to see and criticize. Essentially, it is like making a cake--the formula is the recipe, the student's thoughts are the ingredients, and the actual writing is the baking. The end product is an original creation.

The process can be used for encouraging speaking as well. The blackboard or a poster containing the formula gives the students hints to help them to get ideas and form sentences. Speaking can easily evolve into writing, since writing is really speaking on paper.

A workable procedure is to present the appropriate recipe and have the students do a group composition orally, with each student adding a component. Next, a student might be asked to present the same composition by himself or herself, following each element in order. Then a group composition might be written on the blackboard on another subject, with each contributor saying his or her sentence and then writing it. When it is completed, a volunteer might read the entire composition. Finally, the students choose subjects offered from a prepared list, write a composition on their own--using the recipe for inspiration--and then read aloud what they have produced.

In this presentation, each of the three recipes is explained and topics are suggested. After doing an oral composition with volunteers from the audience, the teachers form groups according to the language they teach. Each group chooses a subject and produces a composition (minimum of eight sentences) while trying to play the role of a first or second year student in that language. One person reads the final production.

The topics suggested are in areas the participants will know little about. The purpose of this tactic is to simulate the fear, lack of vocabulary, and resulting reluctance to organize sentences that the student of a foreign language feels when asked to compose. It also demonstrates that we always know more than we think we do on a given subject, and that it is basically the feeling of lack of expertise that inhibits one from committing thoughts to paper.

In the case of the recipe for answering essay questions, the same procedure is followed, with the participants pretending that they are ESL students.

The final part of the workshop consists of several participants composing an opinion on a given subject according to the third formula. Actual samples of second language compositions done using this method are shown on the overhead projector. Handouts containing the recipes and directions for teaching each type of writing are available to the participants.

--Rosalie M. Colman, Graduate School of Education, Fairfield Univ.,
Fairfield, CT 06430

SATURDAY MORNING, NOVEMBER 24

THE CHALLENGE OF MULTILEVEL INSTRUCTION

Chairperson: Joel C. Walz, Univ. of Georgia
Speakers: James K. MusKelley; Maxine B. Patterson

The multilevel foreign language class presents many problems to the teacher charged with teaching two or more classes in the time normally allotted to a single level. This presentation offers a variety of teaching techniques and student activities that the presenters have found successful in multilevel settings. They are designed to integrate much of the content of multilevel courses and to enhance the learning experience of all students in combined classes. Some of the techniques outlined allow for the use of the same materials for multilevel groups, with suggestions for varying activities to accommodate the level of student proficiency in the target language.

While emphasis is placed on covering the course content prescribed for each level, suggestions are made for designing total group activities that derive from the "required" content material. Specific suggestions relate to the treatment of literary selections and to the development of conversational skills.

Frequent use of textual references to cultural differences is encouraged as a basis for developing activities aimed at creating a sense of unity among multiple levels. Role-playing and simulation exercises related to everyday, "life" situations are suggested as techniques for incorporating vocabulary usage, speech practice, and cultural awareness. At the same time, such activities may be designed to take into account the varying levels of language skills in the multilevel classroom.

Examination of the variety of festivals, holidays, and saints' days celebrated in the target culture yields a rich source of cultural material that can provide an overlay of integrating activities involving all levels in the classroom. Other culture-awareness activities may be based on food preferences, games, and gestures peculiar to the target culture. The suggested activities are not intended to detract from the prescribed course content; rather, they are aimed at expanding and complementing the textual material.

The individualization of some materials is suggested as a means of allowing the teacher greater flexibility in the management of multiple levels. Moreover, individualization is encouraged as the most effective method of responding to the wide variety of student needs typical of the multilevel setting.

Any special interests that more advanced students may exhibit in the history, art, or civilization of the target culture should be encouraged for the benefit of all members of the class. With advance planning, these students may be assigned class presentations that supplement basic materials for any level. Such assignments must be given careful teacher guidance to avoid presentations of mere encyclopedic accounts. However, joint planning by the teacher and students may produce interesting slide presentations, one-person art "shows," or skits that provide instruction for all.

The presenters provide a list of sources that may be helpful to teachers in developing activities suitable to their own multilevel classrooms. Other printed materials include details useful for the implementation of some of the ideas presented.

--James K. MusKelley, Dept. of Curriculum and Instruction, College of Education, Memphis State Univ., Memphis, TN 38152; Maxine B. Patterson, Wooddale High School, Memphis, TN 38118

COMMUNICATION IS THE GOAL--DIVERSITY IS THE SOLUTION

Chairperson: Walter H. Bartz, Indiana Dept. of Public Instruction
Speaker: James M. Hendrickson

Most foreign language teachers today recognize that their students are no longer satisfied with repeating monotonous pattern drills, memorizing unrealistic dialogues, and studying complex grammar rules without ever being able to express their own ideas in the foreign language. In short, students want to talk about and listen to topics that matter to them. It behooves teachers, therefore, to search for ideas and techniques that encourage students to use the target language creatively rather than to manipulate it unnaturally. Instructional materials that elicit the communication of ideas rather than require the excessive manipulation of grammatical structures or vocabulary items are becoming increasingly available commercially. Nevertheless, the time lag between the development and the publication of high-quality communication materials has caused some teachers to write their own activities. Too often, however, teachers lack sufficient experience in creating interesting, effective materials, or they simply do not have the time to do so.

The presenter begins this session by providing a brief rationale for using foreign languages creatively in the classroom. He points out, for example, that although memorization, pattern drilling, and error correction are necessary aspects of foreign language learning among adolescents and adults, these elements of learning must be put into a realistic perspective if communicative proficiency is the teacher's and the students' primary goal.

The major part of the presentation features the description and demonstration of 40 classroom-tested activities that are designed to increase students' listening comprehension and speaking proficiency in a foreign language. The presenter developed several of the activities for his own students, and adapted others from a wide variety of new language textbooks, communication manuals, and articles in professional language journals. The activities are grouped into three sections. The first section, "Communicating Tête-à-Tête," includes a variety of activities for working in pairs: Initial Encounter, Getting Better Acquainted, Knowing the Real You, Telephone Talk, Emphasizing a Grammatical Structure, Rose Technique, Modified Rose Technique, Ink Blots, Graphology, Palm Reading, and Directed Role Play. The second section, "Communicating in Small Groups," includes Personalized Completion, Perception in a Box, Cinquain Poetry, Problem-Solving, Interviews, Skits, Picture Game, Strip Stories, and Broken Squares. The last section, "Communicating with Whole Classes," includes Rumor, Picture Matching, Map Reading, Written Answers, Audio-Motor Unit, Preposition Gymnastics, Drawing, Radio Waves, Riddles, Recitation of Poems, News Reports, Demonstrations, Tell n' Share, Password, Twenty Questions, What's My Line, Word Slips, Survey, Charades, and Folksongs. Based on his experience with adolescent and adult students of various foreign languages, the presenter indicates the level or levels of foreign language proficiency most appropriate for each activity (i.e., beginning, intermediate, and advanced proficiency levels).

The participants of this session learn the purpose, description, and limitations of each communication activity presented. In order to minimize notetaking, the presenter distributes an 11-page handout that describes each activity in detail and lists references where teachers can find many other ideas for facilitating listening and speaking practice in their classrooms. Transparencies, cassette tape recordings, and verbal explanations are used to convey much of the information in this session, although active participation from the audience is solicited and encouraged.

--James M. Hendrickson, Communication Dept., Lansing Community College, Lansing, MI 48914

TEACHING CONVERSATIONAL SKILLS THE PRAGMATIC WAY

Chairperson: Vicki Galloway, South Carolina State Dept. of Education
Speakers: Claire J. Kramsch; Michele Respaut, Wellesley College

Recent research in second language acquisition stresses the importance of the social and psychological context in which the language is used and the behavioral patterns that accompany the linguistic forms. A more pragmatic approach to the teaching of conversation in the foreign language classroom at the intermediate and advanced levels can increase dramatically the self-confidence and the fluency of the students. The conversational "ball game" in both French and German requires a certain aggressiveness that can be encouraged and developed by systematic training in specific verbal and nonverbal skills.

Through the observation and transcription of free discussions between native speakers and through analysis of their verbal patterns of discourse, the rhetorical features of the spoken language are identified and classified according to their functions: taking the floor, buying time with filled pauses and hedging moves, keeping the ball rolling by acknowledging listening and understanding, paraphrasing and springboarding off the partner's arguments, expanding a statement, redirecting the conversation. Each function is served by a series of strategies that the student learns to use: opening statements (e.g., for German, "ich finde...," "Moment mal," "da kann ich nur sagen:..."), hesitation fillers ("also, tja, wie soll ich sagen"), expressions of assent or dissent ("das finde ich auch," "da bin ich ganz anderer Meinung"), paraphrases and repetitions ("du meinst?..." "mit anderen Worten"), links and responders ("und zwar...," "in diesem Sinne...," "das ist es ja gerade..."), generalizations ("im grossen und ganzen," "an und für sich"), restatements. First drilled separately through a series of games and situational exercises of increasing difficulty, these strategies enhance the imagination of the students as well as their ability to experiment with the linguistic forms and to adapt verbally to any new conversational context. They are then practiced systematically in mini-debates with pairs of students and used ultimately in discussions with the whole class.

Conscious training in the use of gestures is another aspect of this pragmatic approach to conversation. The method described below is particularly suitable for the teaching of French. The instructor presents a series of French gestures with explanations as to meaning, context, appropriateness--generally an enjoyable exercise for the students, who also see videotapes of native speakers using gestures while conversing. Groups of two or three students present to the class a scene that is enacted entirely in gestures. The scene is videotaped, and a series of exercises is based on it:

*Other students recount, interpret or continue the scene.

•The original presenters or others describe the actual physical movements involved in the gestures (the most difficult of the exercises).

•Other students invent an appropriate dialogue for the scene.

•The original students re-enact the scene, this time with dialogue.

An important feature of these activities is that students see and hear themselves using French gestures and language. Visual, physical, dramatic, narrating, and analytic functions of communication are thus employed in a context that allows students to physically "put themselves into" the use of the language.

--Claire J. Kramsch, Dept. of Foreign Literatures and Linguistics,
Massachusetts Institute of Technology, Cambridge 02139

THE TEACHING OF FRENCH, GERMAN AND SPANISH AS ANCILLARY SKILLS

Chairperson: Elliot C. Howe, Utah State Board of Education
Speakers: Bonnie A. Beckett, Sue Ann Huseman, and Carole Deering Paul, Illinois Wesleyan Univ.

In recent years the growing number of native speakers of foreign languages living and working in the United States has caused our society to become increasingly bilingual and bicultural. A study of the population characteristics of Chicago, a city of over three million, indicates that some ninety thousand Chicago area children speak a language other than English in their homes. Although the United States has traditionally considered itself a "melting pot," this theory is being increasingly questioned as ethnic communities are maintaining their language and traditions. The Chicano movement, the growing concern over the education rights of non-English-speaking children, the ever-increasing number of multinational firms operating both in the United States and abroad--all attest to a period of growing sociocultural awareness in this country. There is thus a growing need not only for bilingual teachers but for bilingually trained professionals in all public service areas. Against this background of growing cultural pluralism, foreign language study patterns in the universities have shifted to meet new demands for relevancy in academic study.

The Foreign Language Department at Illinois Wesleyan University has addressed itself to meeting these needs at the intermediate level of language instruction. The third semester of the basic sequence of language instruction (French, German, Spanish 201) provides job-specific language training in addition to continuing the study of linguistic skills and cultural awareness. Each 201 class meets four days a week. One day is devoted to building aural/oral and conversational skills, two days are devoted to grammar, drills, and exams, and the fourth day is reserved for the introduction of career-oriented vocabulary, dialogues, readings, and other activities geared to the professional interests of the students. Each section of 201 is divided into interest groups. Some of the sections include business German (French and Spanish), French for the humanities, Spanish for the social services, Spanish for medical personnel (pre-med and nursing), and French for drama students.

In addition to career-related vocabulary, students receive training in cultural awareness. They learn to understand and deal with aspects of a foreign culture that differ from their own. The course also offers opportunities to practice language skills in the community; some of these options include (1) volunteer work at a Spanish day care center, (2) translation for non-English-speaking patients at local

hospitals, (3) internship experiences with business firms in Germany, and (4) production of a play in one of the foreign languages.

In spite of the increased work involved, the attitude of the faculty and the students has been positive. Once the student sees the application and relevance of the foreign language to his or her career choice, there is an increase in achievement, motivation, and effort. We have also experienced an increase in the number of students who go on to take 254, Intermediate Conversation. Although the program has been in effect for only two years, it appears to have generated a renewal of interest in foreign language study.

--Carole Deering Paul, Dept. of French, Illinois Wesleyan Univ., Bloomington 61701

LET'S LEARN SLOVAK! UCME SA SLOVENSKY!

Chairperson: John M. Darcey, West Hartford (CT) Public Schools
Speaker: Gregor Chren

The most prominent Western linguists and philologists recognize Slovak as the central language of the Slavs. Mario Pei, in The Story of Languages, describes it as a

> bridge between Czech and Polish. Because of its central position among the Slavic tongues, Slovak has at times been advocated as a mediating language, or tongue of common intercourse among all Slavs....it is closer to the South Slavic languages, and close enough to the East Slavic tongues, particularly Ukrainian, to serve as an intermediary.

During the session, participants learn noun declension with the auxiliary verbs "to have" and "to be," and with words of most common use. By the end of the session, many of those attending should be able to form very simple questions and answers and read a simple text.

--Gregor Chren, Flood Junior High School, Stratford, CT 06497

SATURDAY AFTERNOON, NOVEMBER 24

POP OFF TO ANOTHER WORLD: A SIMULATED IMMERSION IN FOREIGN LANGUAGE CULTURES

Chairperson: Howard Hainsworth, Univ. of Toronto
Speaker: Mary Lee Bowman

Foreign language departments that seek an alternative for FL promotion may wish to organize an "in-house" international tour similar to the one developed by the foreign language department teachers at Mooresville High School. In one hour, students can "pop off" to as many as three worlds, if the tour is well planned and if FL teachers and students have participated in planning and decision making. The tour can be managed as a field trip during the school day, as an evening or Saturday jaunt, or both, if school authorities approve.

Possibilities for foreign sites are limited only by the actual geographical areas in which each language is spoken. Pop Off World Tours can include points as distant as Berlin, Paris, and a village in Mexico; or Munich, Annecy, and Ponce; or Haiti, Barcelona, and Salzburg. No matter which choices are made by FL teachers, the tourists should enjoy an atmosphere approximating that of the locale. Teachers who have not themselves visited the places may rely on natives, students, or community members for their personal accounts of the area. Each site reproduced should have music, dancing, food for sale, and local color in addition to the usual historical sightseeing spots.

Tourists who Pop Off to Another World:

- must have the absence excused, if during the school day. (This will have been prearranged and agreed to by administrators and department chairmen.)
- must buy a passport and ticket prior to the tour, but never on the same day
- are divided into groups of no more than 20 persons
- receive their passport and tickets from their tour guides
- receive a travel brochure repeating the information given by tour guides
- have their passports stamped at each border
- exchange all money to local currencies to buy food, drink, or souvenirs
- hear the language spoken by "natives"

Typical "natives" in Another World:

- have learned appropriate dialogues, phrases, and vocabulary for the part
- have practiced songs or dances or appropriate actions
- have created some part of the scenery
- have had a vote on the site and what should be included (optional)
- have signed a contract for a class grade for the three weeks preparation (optional)
- have chosen the part they play, with teacher's approval (optional)
- enjoy role playing for an audience

Teachers or department chairmen who wish to organize a tour may use the suggestions and schedules from Mooresville High School as guidelines. Slides and transparencies are used to illustrate the handouts: Administering for Less Confusion (a schedule to follow for planning and decision making), Mounting the Production (suggestions for producing and directing), and Plans for Involving Each FL Student (individualization and contracts).

To create Another World for the benefit of students and parents who may not have the opportunity to take an actual world tour is not a simple task. The usual teacher-directed classroom atmosphere is missing. But for FL students, non-FL students, and parents, much learning takes place.

--Mary Lee Bowman, Mooresville High School, Mooresville, IN 46158

MEETING THE NEEDS OF THE GIFTED SECOND LANGUAGE LEARNER

Chairperson: Bobby LaBouve, Texas Education Agency
Speakers: Barbara Gonzalez; Betje Klier, Crockett High School, Austin, TX

As in many other subject areas, the gifted learner in second language classes is often not accommodated in a manner adequate to facilitate the greatest possible learning. But even more important, this learner is also somewhat more difficult to identify in the first place, because the characteristics of a gifted second language learner are not exactly those identified in the literature on gifted learners in general. Special attention is given to the set of characteristics that best identify a potentially gifted second language learner, both as described in the literature and through experience in a particular program in the Southwest. Use of these criteria to select students for an ongoing foreign language program adjunct for gifted second language learners is described.

The structuring of this program extension is outlined, covering the following: (1) district role, (2) administrator and supervisor role, (3) parental involvement, (4) teacher role, (5) special staff and budget, (6) scheduling, (7) materials, (8) methods, (9) evaluation, (10) results, (11) student reaction, and (12) special insights and considerations.

This program is entering its third year and has proved quite successful. Student response is good, and student progress is greater than that for similar students in regular classes. The teacher who supervises this program has found manageable ways to integrate this adjunct into the regular program.

The basic approach used is conversational, and the format is a pull-out program. Students spend part of their regular French class time with a native speaker who conducts conversation sessions. This contact is regularly scheduled for each student, but the days differ from week to week, so that the student is meeting with the session leader in different small groups each time.

The special considerations that emerge during the implementation phase are discussed along with the modifications made for the second year of the program and plans for the third year.

--Barbara Gonzalez, Univ. of Texas, San Antonio 78285

A DIFFERENT WAY OF USING FEATURE FILMS TO TEACH LANGUAGE

Chairperson: Dorothy diOrio, Auburn Univ.
Speakers: Pierre J. Capretz; Sylvie Mathé, Wellesley College

Films--by which we do not mean teaching films or even documentary films, but regular, full-length feature films--present an exceptionally interesting characteristic for the language teacher: they provide a most precious commodity, authentic sounding language spoken in a situational context. In that respect, films are far superior to any other medium for the teaching of language. Textbooks, for example, do not offer spoken language. What language they present rarely "sounds" very natural, and even the best-illustrated textbooks usually fall short of presenting language in obvious, convincing situational contexts. As a matter of fact, in textbooks the situation is usually given through the text--that is to say, through the language itself--while in real life, and in films, the language emanates from the situation. The situation is given first. And it is provided in a fairly obvious way through the visual representation of the scene and the sound effects.

Films offer one other considerable advantage. In films, language and the situational context are recorded; thus they can be manipulated to a great extent in order to fit whatever teaching strategy may be considered most appropriate.

In an attempt to take advantage of those two remarkable characteristics of films, experiments with the use of film in language teaching have been made at Yale, mostly in French, during the past two decades. The techniques have been gradually refined from the rudimentary procedure of mere projection of the film, following (or preceding) a reading of the script, to a considerably more sophisticated system that will be very briefly outlined here.

On day one, the film (preferably a print without subtitles) is first projected in its entirety. During a subsequent period of approximately two to three weeks, students work on each one of the six or seven parts into which the film has been divided. On day two, for example, students will start working on part I. They will see the first 15 or 20 minutes of the film, while listening to the soundtrack through earphones for a clearer perception. They will then hear that segment of the soundtrack again. This time the text will appear on a screen (left) as the soundtrack is heard and, at the same time, scenes from the film appear on the right screen to recall the situational context. Whenever a comprehension difficulty is encountered, the soundtrack is interrupted and the difficult word or phrase is presented in a number of different situations on the right screen (with the accompaniment of corresponding soundtrack, of course). When a sufficient number of examples have been presented to resolve the difficulty, the students are invited to take note of the item in question by inserting it into an appropriate context on a specially prepared mimeographed sheet to which they will be able to refer for review purposes. This first phase aims at comprehension. In a second phase, selected lexical and grammatical items encountered in the dialogue will be studied in greater depth with production as the objective.

After this multimedia presentation of each part of the film, students can work independently in the language laboratory with two series of recordings. The first series is an edited soundtrack of the film accompanied with questions designed to focus the attention on points of special importance for a general comprehension of the dialogue. The second series presents a variety of listening comprehension, dictation, vocabulary, grammatical, and oral production exercises, all based on the language and situations of the film.

The material offered in the multimedia presentation and practiced with the recordings is then exploited in class under the direction of the teacher, through controlled exercises, discussion of the plot, and role playing, with various degrees of freedom granted to the students to make variations.

The system outlined above is the latest stage of a long evolution. It has not yet reached perfection and is still being modified, but, as it is, it is very successful in holding the interest of the students and providing them with authentic language models that they can imitate, adapt, and recombine to create novel utterances of their own.

--Pierre J. Capretz, Yale Univ. Language Laboratory, 111 Grove St., New Haven, CT 06511

ONE APPROACH TO RESEARCHING ETHNIC COMMUNITY EXPERIENCES

Chairperson: J. Lawrence McWilliams, Jefferson County (CO) Public Schools
Speaker: Rosanne Gostovich Royer

Seattle's "Ethnic Heritage Workshop" may be a useful model for foreign language and area studies teachers in learning about and relating to ethnic communities.

The project offers instruction and encourages ethnic groups in the documentation of their local histories. Generally speaking, the experiences of immigrant groups have not been presented adequately, if at all, in Northwest history books and in the school curricula.

The Ethnic Heritage Workshop is a grass-roots effort that began with a meeting in November 1978. Several ethnic representatives met with a specialist from the American Folklife Center of the Library of Congress to discuss the feasibility of an ethnic history workshop. Subsequent monthly meetings have led to the creation of an "Ethnic Heritage Council of the Pacific Northwest" and the adoption of the proposed ethnic history workshop into the Seattle Public Library's NEH Neighborhood History project. The workshop took place September 28-30, 1979, with nationally recognized experts on hand to instruct.

The project aims to enhance the images of ethnicity from holiday bazaars, good food, folk dances, and folk songs to special human and historical experiences, world views, and value systems. Ethnicity on the local level generally has not been considered an academic subject, except when the ethnic group is extremely large or has developed a political base. Consequently, many universities and school districts have limited knowledge and involvement with the ethnic communities in their areas. At the same time, many ethnic groups have been reluctant to share a more complete picture of themselves. There is a privacy or timidity about the value systems and activities they hold dear.

I believe that foreign language and area studies teachers have a responsibility to know these communities, to serve them whenever possible, and to develop good relations with them. Global education can start at home with a sensitivity to the world diversity in our own towns and cities. Students should learn about and experience other cultures, even if those cultures are not the same ones being covered in the foreign language classroom. With a booming interest in family heritage, there is a better environment than ever for encouraging ethnic groups to tell their stories, and to participate in school curriculum development and in the improvement of local history files so that their experiences are represented there. They are also an obvious and generally untapped constituency for support of foreign language and international studies programs.

The Seattle project has used the approach of monthly meetings of a multi-ethnic group (meeting in various historical settings, such as Serbian Hall, Daybreak Star Center, the Latvian Community Center) to plan a specific project--the Ethnic Heritage Workshop. Though it is a grass-roots effort, not initiated by an educational group, it has necessarily involved educators and others as it has progressed. The Library's involvement, for example, assures at least one repository for research inspired by the Workshop. Thus, in the course of this cooperative effort, it seems that the trust and friendship that is developing among the various ethnic representatives may transfer to the community at large.

--Rosanne Gostovich Royer, Russian-East European Area Center, Thomson Hall, Univ. of Washington, Seattle 98195

EXTRA! COMMUNITY AIDS LANGUAGE PROGRAMS AND TEACHER CENTER CONCEPT TAKES ROOT

Co-Chairpersons: Gisele Hart, Richmond Unified School District, El Cerrito, CA; Janet Neill, San Ramon Valley High School, Danville, CA
Speakers: Alan Garfinkel; Claudia F. Edwards

This session uses simulation and role playing to demonstrate a way to use community resources to enhance language teaching programs by practicing the philosophy of the teacher center movement. The purpose of the session is not so much to publicize one particular teacher center as it is to point out the value of the teacher center concept as it can be applied to language teaching.

Participants are given roles to assume, such as local language teacher, department head, state coordinator of foreign languages, representative of a professional teachers group, local chamber of commerce representative, media representative, arts federation member, warehouse owner, local puppeteer, etc. Each is given a card listing potential contributions to the community that can serve the teaching of foreign languages. Some participants thus present language-teaching problems, and others present language-teaching solutions. Participants trade resources and generate possible cooperative efforts for mutual benefits. For example, the group can generate benefits for foreign language programs in turn for teacher-student participation in a public service effort sponsored or favored by a given element of the community.

Once the potential benefit of such a sharing group is demonstrated, the session leaders indicate ways to establish such a group in the participant's local area. Specific recommendations on how to proceed are shared along with a discussion of positive and negative features and realistic problems.

Finally a more specific look at products and TRIAD Teacher Center operations is presented.

--Alan Garfinkel, Dept. of Foreign Languages and Literatures, Purdue Univ., West Lafayette, IN 47907; Claudia F. Edwards, TRIAD Teacher Center, 700 S. Fourth St., Lafayette, IN 47905

A REPORT ON THE NEH-SPONSORED INSTITUTE: "TEACHING SPANISH TO NATIVE SPANISH SPEAKERS"

Chairperson: Guadalupe Valdés
Speakers: Erlinda Gonzalez-Berry, Univ. of New Mexico; Trish Dvorak, Rutgers Univ.; Dagoberto Orrantia, John Jay College, CUNY; Margaret Stovall, Trinity Univ.; Richard V. Teschner, Univ. of Texas, El Paso

An eight-week National Endowment for the Humanities-sponsored summer institute on "Teaching Spanish to Native Spanish Speakers" was held on the campus of the New Mexico State University (Las Cruces) from June 26 to August 18, 1978. The Institute focused primarily on the development of participants' abilities in the teaching of Spanish as a native language to U.S. Hispanophones (bilingual Chicanos, Puerto Ricans, Cuban-Americans, et al.) whose initial classroom needs include vocabulary expansion, acquisition of Spanish literacy skills, and an introduction to the various genres of literature (with an emphasis on Chicano and Neorican writings). Institute activities included lectures and discussions, small-group projects, panels, participant presentations, and visits to three nearby university programs in SNS (Spanish for Native Speakers). Participants also observed and took part in an actual elementary level course for native speakers on the New Mexico State campus during the last six weeks of the Institute.

Eighteen teachers in undergraduate level SNS programs were chosen as Institute participants. Preference was given to persons who had demonstrated an interest in teaching SNS or who were likely to succeed in implementing, at their home schools, a course designed at the Institute. Each participant was paid a stipend of $2300 to help defray expenses of housing, travel, etc. The Institute attracted teachers of SNS to Chicanos, as expected, but also included SNS teachers of Puerto Rican students from the East Coast.

Institute activities were directed by Guadalupe Valdés of the Department of Foreign Languages, New Mexico State University. She was assisted by staff member Charles Tatum (NMSU) and associate director Richard V. Teschner (Univ. of Texas at El Paso).

During this special session, four persons who participated in the Summer Institute (two from the Southwest and two from the East Coast) join Professors Valdés and Teschner to share with other members of the profession the practical results of their experience as evidenced by this last academic year's teaching. Specifically, the panelists briefly review the problems faced by Spanish-teaching professionals in the implementation of language instruction for Hispanic bilinguals --for example:

- The lack of suitable materials
- The confusion about methodologies and objectives
- The lack of previous relevant training by "foreign" language teachers
- The structure of existing course sequences
- Students' attitudes toward their language variety

They then discuss the approaches they have followed in finding solutions to such problems.

Because, however, it is felt that the Spanish language experience may be of benefit to other professionals who are concerned about the teaching of "ethnic" languages in this country, the latter half-hour of the period is directed to analyzing the relationship between the teaching of foreign languages and the teaching of "ethnic" or "community" languages. An attempt is made to show how unrealistic such a separation has been historically and to suggest that in this era of declining interest in learning languages, the profession must cultivate with care the "native" speakers of non-English languages. Practical suggestions are made for beginning work in ethnic communities, for implementing experimental courses, for adapting materials, and for coping with the "dialect" problem.

--Guadalupe Valdés, Dept. of Foreign Languages, New Mexico State Univ., Las Cruces 88003

FOREIGN LANGUAGE FILMS AND FILMSTRIPS FOR THE SLOW LEARNER--A MULTISTIMULUS APPROACH

Chairperson: L. Gerard Toussaint, North Carolina State Dept. of Public Instruction
Speaker: Michael Cave

Students of a foreign language at any level frequently experience difficulty in responding correctly in the target language to questions that have not been taken directly from previously drilled material. This fact of second language acquisition is common to all learners at the beginning levels, and it is one reason why use of films or filmstrips in the target language is uncommon in most first year classes. When student abilities and motivation are high, use of such materials is possible; when both are low, and active command of basic vocabulary and structure is at best

limited, productive use of such materials is next to impossible. The difficulty in using film and filmstrip programs is frequently compounded when cultural material or content material of any level of complexity is to be taught via such programs. The burden of discussing content material in the target language is simply too great for the vast majority of present-day language learners to handle.

Commercially produced film and filmstrip programs more often than not make no concession to the fact that while the more able first and second year student may be able to comprehend fairly well what is being said, any active discussion of the content of the program in the target language is probably out of the question due to the newness of the material presented and the unfamiliar lexical and grammatical elements that such programs would be likely to employ.

The "multistimulus" approach offers a way to successfully use films and filmstrips in first year classes of below-average students. All work can be conducted in the target language, and significant cultural points can be taught. More complex cultural material may be covered in second and third year classes than would otherwise be possible. Of great significance to the problem of materials acquisition is the fact that commercially produced materials presently available may be used as the starting point for the production of totally new programs tailored to the needs of one's students.

Spanish students at Wellesley High School have benefited from such materials since 1975. The inspiration for the development of the "multistimulus" approach came from working with the McGraw-Hill Spanish text El Español: A Descubrirlo in classes of below-average ability students. Work with the filmstrips that accompany this text showed that students at this level could not respond to the questions in Spanish or material suggested. An additional stimulus in the form of the captions used to describe the frame under discussion led to improvement in student responses when these captions were projected on a screen beside the picture. Use of the tapes accompanying Descubrirlo with the combined picture-word stimuli permitted pronunciation practice with material needed to answer correctly the teacher's target language questions. The combination of taped material, projected captions, and picture yielded a rudimentary short filmstrip program that even the least able student could understand and discuss in the target language--in this case, Spanish.

Adaptation of filmstrips owned by the language department of Wellesley High School was the next step. Two staff members, Michael Cave and Anthony Bent, adapted several full-length filmstrips whose original script was far too difficult for any students in the Spanish program to work with productively. For each filmstrip, the following steps were taken: (1) Captions providing a literal description of each frame of the filmstrip were written. Vocabulary and structure employed in the captions were limited to what the students would be expected to have mastered at a designated point in the Spanish sequence; the length of the captions was limited to four lines per frame. Literalness of the description was deemed essential for total comprehension by all students likely to work with the materials. (2) Transparencies of the captions were produced so that these could be projected beside each frame. Since the frames of the filmstrips were all numbered, association of caption with a particular frame was possible on the transparency. (3) A tape of the script exactly as written was produced. Since tape recorders owned by Wellesley had a two-track playback capability, music appropriate to the content material of each program was recorded on the second track. In actual usage, the music proved to be an important reason for the success of these first programs. (4) A student packet containing the script, a list of all vocabulary used in the script plus English equivalents, and worksheets was designed and reproduced in booklet form. (5) Tests using a variety of types of questions were developed for each program.

Summer workshops in 1976 and 1977 saw the extension of essentially the same procedure to filmstrips containing more complex cultural material, and ultimately to movies purchased from the International Film Bureau. Acceptance by the students has

been enthusiastic, support for curriculum development from the Wellesley Public Schools has been generous, and eagerness to try similar adaptations has been noted from colleagues in the Eastern Massachusetts area.

--Michael Cave, Foreign Language Dept., Wellesley High School, Wellesley, MA 02181

INTERMEDIATE ITALIAN: CHOICES TO BE MADE

Chairperson: Joseph A. Tursi, SUNY, Stony Brook
Speaker: Remo J. Trivelli

The descriptions of the three levels of a language course should suggest in an ideal way the image of concentric circles. There is one focal point, and each successive level allows us to view the language from a position that encompasses more ground and suggests greater complexities, but also allows more flexibility as to how we can approach it.

If the elementary course is in large measure--if not exclusively--normative, and if in the advanced course we study the language in the infinite variety that characterizes oral and written communication, then the intermediate, as our second concentric circle, should be both normative and descriptive. At this level the students move from the controlled idiom of the elementary course to the range of registers that characterize the contemporary language. Furthermore, if at the elementary level we present language and culture in a relationship of medium to message, at the intermediate level the range of styles and the culturally authentic situations will present language itself as a conveyor of culture.

Joshua Fishman writes that "Language is content...a marker of situations and topics as well as the societal goals and the large scale value-laden arenas of interaction that typify every speech community." Teachers of Italian can appreciate the remark when they ponder the fact that the notion of a "standard" Italian with a unified cultural basis is, at best, illusory. The language today is a series of regional languages that reflect the complex sociocultural background that is Italy's.

This presentation proposes that intermediate Italian continue the development of all four skills in five phases that are schematized here, but which in the lessons themselves, as the examples and handouts demonstrate, are presented as interpenetrating parts of the language.

Phase I is a review stressing those features of the language that are the source of the most frequent errors for Anglophones learning Italian. A few of these are the use of prepositions, form and use of the definite article, and the use of the imperfect tense vis-à-vis other past tenses.

Phase II provides practice in manipulating such features as functional value (Se lo fai di nuovo, ti do uno schiaffo, or Fallo di nuovo e ti do uno schiaffo); statements with inferred meaning (Sale il controllore, inferred: E meglio fare il biglietto); using a lexical item in both its literal and contextual sense, and substitutions of analogous conceptual value (Clavio si prepara alla cena, Clavio si prepara a cenare).

Phase III offers exercises in the language through the study of registers from the formal to the intimate. Examples will be drawn from advertisements, newspapers, modern literature, fotoromanzi, comics, films, and television. The students learn to distinguish one register from the other, to express themselves in the register most appropriate to the situation suggested by the instructor, and to express the same idea in more than one register. The selections chosen are intended to underline the growing interaction between the registers themselves and between spoken and written Italian.

Phase IV provides an introduction to the strong regional quality of the language in the variety of its lexical items, in pronunciation, intonation, and even in certain syntactical elements.

Phase V stresses nonverbal communication; practical exercises in kinesics, proxemics, and paralinguistic elements make evident to the students its cognitive and affective roles and its interdependence with verbal communication.

This approach to the intermediate course should present the unity in diversity of Italian and stress the need for each user of the language to choose according to the situation and purpose for which it is employed.

--Remo J. Trivelli, Dept. of Languages, Univ. of Rhode Island, Kingston 02881

TEACHING A DIVERSE LANGUAGE: PORTUGUESE

Chairperson: John B. Jensen
Speakers: Mary Ann Critz, American Grad. School of International Management; John B. Jensen; Clea Rameh, Georgetown Univ.; Irene Wherritt, Univ. of Kansas; James L. Wyatt, Florida State Univ.

The program begins with a brief introduction by John B. Jensen to the general problem of language and student diversity in teaching Portuguese. He emphasizes the great distance between colloquial Portuguese and the usual, limited formal grammar presented in class, as well as the wide diversity of students normally encountered in American schools. The session focuses both on specific challenges in teaching Portuguese and on the application of lessons from the Portuguese example in working with other language-learning situations.

Co-presenters involve the audience in three illustrative cases of diversity in teaching Portuguese. The first, presented by Irene Wherritt, deals with diversity of interaction--the rules for language use within Brazilian culture. She shows how simple rules for making introductions, for example, can and should be included in teaching materials. She demonstrates how a grammar of interactional rules has importance not only in a textbook, but how on a wider scale subtle differences underlined by distinct interactional rules of a particular society can be used to reveal otherwise hidden contrasts between two societies much faster than can be acquired through life experience.

The second case, given by James L. Wyatt, deals with the special needs of a Portuguese student population consisting largely of learners of Spanish. He attempts to identify those variables within Portuguese that match features of Spanish, and he suggests that the Spanish speaker adopt those features early in his or her learning endeavors. In other words, he demonstrates taking all possible advantage of positive transfer at the beginning while combatting negative transfer.

The third case, offered by Mary Anne Critz, treats the special challenges involved in teaching Portuguese to future business executives, particularly those who will most likely be working with the not-so-popular multinational corporations operating in Brazil. Her presentation emphasizes the general, overall picture of familiarity with culture, attitudes, and corporate responsibility, as related to specific linguistic and paralinguistic variables.

The three presentations are not simple papers read to a listening audience. Rather, each co-presenter attempts to put all session participants in a position either as native speaker or as language learner having to deal with the peculiar problems of linguistic and sociocultural diversity. This is accomplished through demonstration, role playing, and case studies with discussion.

As the session comes to a close, Clea Rameh reflects briefly on the main ideas and impact of the presentations and fields questions and comments from the participants.

--John B. Jensen, Dept. of Modern Languages, Florida International Univ., Tamiami Trail, Miami 33199

APPLICATIONS OF ESPERANTO

Chairperson: John W. Howard, Alabama State Dept. of Education
Speaker: Thomas H. Goodman

Esperanto was created by Dr. Zamenhof of Poland in 1887 as a second language anyone could learn for international use. While Esperanto still has a long way to go in the attempt to further international understanding and peace, it has been used more and more in recent years to aid in the learning of other languages.

Almost 75 percent of the vocabulary is derived from Romance languages, the remainder being mostly Germanic. The pronunciation is based on a phonetic alphabet, and it sounds mostly like Spanish or Italian. The structure, however, is the genius of Esperanto. The grammar is not only completely regular, making the language simple to learn, but also more flexible for building vocabulary and more varied and powerful than the relatively rigid systems of Indo-European languages.

Esperanto has only 17 grammatical endings--one for each grammatical function/subfunction (including nouns, adjectives, verbs, and adverbs). By using prefixes and suffixes, as well as these grammatical endings, with several thousand roots, millions of words can be built to indicate practically endless varieties of meaning. The creativity possible in word building is coupled with the complete dependency on minimal regular structural principles, which makes Esperanto a highly functional, descriptive language.

As an introduction to the study of other foreign languages, Esperanto has been used anywhere from a mini-unit of a few days to an entire semester or even a year. In Maryland, Esperanto has been taught most typically in junior high school foreign language appreciation programs for a quarter, followed by an introduction to Spanish, French, and German. It provides not only a clearer general concept of grammar, but also the motivation to learn other languages.

In Hawaii and California, elementary school programs have used Esperanto successfully in teaching English. In some universities it has been included in linguistics courses, and, in a few cases, has even been the subject of doctoral dissertations. Most of all, Esperanto has been a subject for adult education, and is, more often than not, self-taught.

Beyond the classroom, however, Esperanto is used by several million people scattered around the world. Dozens of periodicals are published in Esperanto, and thousands of book titles are in print. While certain social aspects of usage have evolved into something of an international culture during almost a century of use, Esperanto truly promotes cultural pluralism and thereby counteracts ethnocentrism. It appeals to, and promotes, that which is universal to mankind.

Although Esperanto teachers do not claim their language as a panacea for all the current problems facing foreign language teachers, they believe in its value in promoting foreign language study. The American Association of Teachers of Esperanto, a national branch of an international organization, reports quarterly on the latest worldwide developments in language teaching, and serves to certify teachers/pupils through a series of standardized examinations. Other membership organizations in the United States are the Esperanto League for North America (open to anyone) and the Esperanto Studies Association of America (a smaller group, mostly from universities, which promotes further scholarly work).

Perhaps most interesting of all is the recent proposal of the Esperantic Studies Foundation to the National Endowment for the Humanities, An Introductory Language Course for the Fifth and Sixth Grades. If approved as is, Philadelphia will be the area for developing a package of direct-method materials and audiovisual aids to train teachers who will subsequently conduct an experiment with several hundred pupils in local public and private elementary schools. Evaluation of all phases of the experiment and dissemination of results in professional journals and meetings will follow.

--Thomas H. Goodman, 3218 Shelbourne Rd., Baltimore, MD 21208

VISUAL STIMULI IN THE FOREIGN LANGUAGE CLASSROOM

Chairperson: Robert Gilman, Univ. of Nevada, Reno
Speaker: Rosalie M. Cheatham

Since many students today at all levels of instruction have a strong visual orientation, due to the influence of advertising and television, and since foreign language teachers voice the need to maximize the efficiency of their use of classroom time, the use of a variety of visual stimuli in the FL class is an effective way to meet the needs of both students and teachers.

In the first segment of this session, the presenter develops a rationale for the frequent and varied use of visuals. A part of this rationale deals with the acquisition of oral/aural skills. Although most teachers agree that improvement in these skills is mandatory, their techniques typically ignore the fact that visual stimuli (pictures, actions, objects) are frequently necessary, even in the native language, to motivate recall and encourage students' oral participation. Memory experts tell us that the associative method is one of the best techniques for improving our recall. If this is true in the native language, it becomes even more important in second language acquisition. Too often teachers expect more of their second language students than is expected of students using their native language.

The time-efficiency factor is demonstrated through the presentation of overhead transparencies and non-photographic slides that can be used for introducing structures and vocabulary, for drill, for review, for conversation stimulus, and, in some cases, for testing. By preparing such materials before class, teachers do not lose time writing on the board or distributing handouts. These materials can be used to teach multiple sections and can be built up over the years into a library of transparencies and slides.

Students tend to respond very favorably to the use of these materials. Step-by-step presentations with color coding of new structures facilitate their active mastery of new material. Students are encouraged to make notes from such presentations so that they reinforce the learning process.

A significant portion of the session is spent in demonstrating procedures for preparing different types of overhead transparencies and non-photographic slides. Suggestions for the use of color coding and techniques for homework correction are also developed. Although the major emphasis is on materials designed and developed by the teacher, there is a brief section on the use and manipulation of materials from other sources.

Finally, the presenter shows how the use of visuals can be a valuable aid in individual classes or multilevel situations where the teacher must divide his or her attention among various groups. The ease of operation of the equipment makes it possible for students to use materials and review lessons without direct teacher supervision.

--Rosalie M. Cheatham, Univ. of Arkansas at Little Rock, Little Rock 72204

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